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Understanding the Use of the Students' Common
Language (Creole/Portuguese) in the 7th Grade
Capeverdean English Classroom

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Dedication

I dedicate this thesis to all my family, especially, to my mother, Augusta de Barros, and my sisters, Fátima, Celestina, Mariana, and Anilsa, who supported and motivated me since I have started writing my thesis. This is evidence of gratitude, respect, admiration and love I have for them.

I also dedicate this thesis to my boyfriend, António Cabral, for all his help on typing and printing my work. Also for the motivation he gave me while I was writing this paper.

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Abstract

This thesis is a pedagogical and methodological work related to the Teacher's use of the students' common language in 7th grade (beginners-level 1) Capeverdean English classroom. It discusses the importance of a limited and judicious use of the students' common language (Creole/Portuguese) as a teaching technique to assist in the teaching and learning process.

This thesis contains four chapters. The first chapter defines and shows the difference between mother tongue, second language and foreign language, talks about the methods and approaches (classroom procedures) to teach English as a foreign language, the different opinions about the teacher's use of the students' first language in the EFL classroom, and presents two studies already conducted on the use of the students' mother tongue in the English classroom in two different EFL context. The second Chapter describes the methodology of research to conduct a study on the use of the students' common language (Creole/Portuguese) in the EFL Capeverdean context with 7th grade students. The third chapter is the presentation of the Results and Analyses of the field research. And finally the fourth chapter is the recommendations and conclusions.

I. INTRODUCTION

This paper is concerned with the use of students' common language (Creole/Portuguese) in the 7th grade (beginners-level 1) Capeverdean English classrooms.

I chose this topic for two main reasons. The first reason is based on my experience as a teacher of English. I have been teaching English for 6 years, and I often use the students' common language (Creole/Portuguese) as a teaching technique to assist my students in their learning. Even though I feel that my use of Creole/Portuguese helps my students in the comprehension of the lesson, I have felt uneasy about using these languages in the classroom. I feel like I am "committing a sin", or breaking the rules of a good teaching since it is widely advocated that ESL and EFL teachers should not use a language other than English in the English classroom.

The second reason that led me to choose this topic is the testimony of three important people (an Aunt, a cousin and a very good friend of mine), describing their past experience as learners of English. These people believe that their failure in learning English was due to the exclusion of their common language, Creole/Portuguese, in the English classroom. They say that the fact that their teachers conducted the lessons exclusively in English made them to feel very lost and anxious, which influence their learning negatively.

Because of these two reasons, I decided to research the use of the students' common language in Capeverdean English classrooms. My research will attempt to answer the following question, "what is the effect of the teachers' use of the students' common language (Creole/Portuguese) in the 7th grade Capeverdean English classrooms on the effectiveness of the lesson, concerning students' comprehension, teacher's implementation time and students' practice time.

In order to answer this question, I will conduct my study in the following way: First, I will do a literature review on definitions of and distinctions between the mother

tongue, Second language and foreign language; approaches and methods in language teaching and the use of the students' mother tongue in the foreign language classroom; why students revert to their mother tongue instead of using English in the English classroom; different opinions about the use of the students' mother tongue in the EFL classroom; an evaluation of time and the use of the students' common language in lower level classrooms; and a presentation of some studies already conducted on the use of students' mother tongue in different EFL contexts.

After doing the literature review, I will design and conduct a field research on the use of the students' common language, Creole/Portuguese, in the 7th grade Capeverdean English classroom. My research consists of observing six (6) 7th grade classes of about 50 minutes in length, distributed throughout six (6) different capeverdean high schools. The purpose of the observation is to see how often teachers use the students' common language in the classroom, in which occasions of the lesson they use it, and what is the effect that it has on the effectiveness of the lesson, concerning students' comprehension, teacher's implementation time and students' practice time.

I will also distribute questionnaires to the teachers and students who will be observed and to other teachers of English in order to find out their attitude toward the use of Creole/Portuguese in the English classroom, the various occasions they think Creole/Portuguese should be used in the classroom, and the perceived effectiveness of the use of these languages in the classroom.

I hope that with this study, I will learn if the use of the students' first language is a useful technique to assist students in the learning of English in the EFL classroom in general, and in the EFL Capeverdean classroom in particular. If so, in which occasions or instances of the lesson it can contribute to the comprehension and production of the target language, English.

I will present the conclusions to the study, make recommendations for Capeverdean teachers of English based on that study, and make recommendations for further research.

II. LITERATURE REVIEW

2.1 Understanding the mother tongue, the second language and the foreign language

In order to understand this research, the reader should be familiar with the terminology of mother tongue, second language and foreign language, know how these terminologies are going to be used throughout this paper and how they relate to the Capeverdean context.

2.1.1 Definitions of and distinction between mother tongue, second language and foreign language

According to Ashworth (1992), *mother tongue or native language* is the language which the person acquires in early years and which normally becomes his natural instrument of thought and communication (p.5). An online article, entitled, “*Mother Tongue*”, defines mother tongue (first language, native language or vernacular) as the language a person learns first. And correspondingly, the person is called a native speaker of the language (n.p).

In contrast, Ashworth (1992) states that the second language is a language acquired by a person in addition to his/her mother tongue (p.5). According to an online article, entitled, “*Second Language*”, a second language is any language other than the first. This article states that the term second language is usually used because of geographical or social reasons (n.p).

According to an online article, entitled, “*Foreign Language*”, a foreign language is a language not spoken by the indigenous people of a certain place. For example, English is a foreign language in Cape Verde (n.p). The online article, entitled, “*Second Language*”, claims that the term second language should be distinguished from the term foreign language. According to this article, in contemporary usage, a “foreign language” is one that is learned in an environment where the language is not spoken outside the

classroom, While a “second language” is one that is learned where the language is spoken outside the classroom, although not the same as the mother tongue. However, this distinction is not universally accepted (n.p).

Taking into consideration the definitions above, regarding the Capeverdean context, Creole is the mother tongue since it is the language that the Capeverdean people learn first, and it is the Capeverdean’s natural instrument of thought and communication. “Although the official language in the Cape Verde islands is Portuguese, Crioulo is the usual language of expressions. It is considered most suitable for sharing intimacy and feelings and for expressing the *saudade*. Varying from one island to another, Crioulo, is the vehicle of everyday communication in Cape Verde for individuals at all levels of society” (Lobban, 1995, p. 70-71).

The Portuguese language is the second language in Cape Verde since it is learned in addition to Creole, and officially used outside the classroom. That is, it is the language used in mass media, politics, social institutions, and education. It is used as means of instructions from primary school through university levels.

English is a foreign language in Cape Verde since its role outside the classroom is extremely restricted. That is, it is not the language of Capeverdean community at large. It is spoken by a restrict group of people (by native English speakers living in Cape Verde or by a limited number of Capeverdeans).

2.1.2 How these terminologies are going to be used in this paper

For purposes of clarity, and because some of these terms are used differently by different authors, I will clarify how these terms will be used in this work.

The term **mother tongue, first language, L1, native language, native tongue** will be used synonymously.

Some of the authors discussed in this work will use the term **L2** to refer to both **second language** and **foreign language**. That is, **L2** is used when referring to a language other than the students’ mother tongue or native language.

Taking into account the Capeverdean linguistic context, in which there is a mother tongue (Creole) and an official language (Portuguese), both common to students, and both used in the English classroom, for the purpose of this paper I will use the term **common language** to refer to both **Creole and Portuguese**, that is, to refer to

when” a language” which is common to students is used other than the target language, English, in the English classroom.

2.2 Methods and approaches in language teaching and the use of Students’ mother tongue in EFL classroom

In order to understand whether or not to use the students’ mother tongue in the EFL classroom, and the extent to which it should be used, first theories and methods of the mother tongue in the classroom should be evaluated. The classroom techniques and procedures used to teach English as a foreign language have developed and changed over time along with scholars’ opinions about the use of the students’ mother tongue in the classroom.

It is worthy to point out that the teacher’s use of the students’ first language in a foreign language classroom has a lot to do with the type of methodology and approach used in teaching this language. Each method has its own approach to language and language learning, and that serves as source of practices and principles in teaching the language.

2.2.1 Grammar-Translation method and the use of the student’s first language in the ESL/EFL classroom

“Grammar-Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by an application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language” (Richards and Rodgers, 1998, p.3). Stern (1983) as cited by Richards and Rodgers (1998) points out that in the Grammar- Translation method, the students’ first language is maintained as a reference system in the acquisition of the second language (p.3).

According to Richards and Rodgers (1998) the students’ native language is widely used in Grammar-Translation method. In the lessons taught based on Grammar-Translation method, the students’ native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign

language and the students' native language. Words are taught through bilingual word lists, dictionary study and memorization. Lists of vocabulary items are presented with their translation equivalents and translation exercises are prescribed. Much of the lesson is devoted to translating sentences into and out of the target language, and as accuracy is emphasized, students are expected to attain high standards in translation. Grammar is taught deductively, that is, by presentation and study of grammar rules, which are practiced through translation exercises (p.4).

2.2.2 The Reformists' approach to language teaching and the use of the students' first language in the classroom

According to Richards and Rodgers (1998), many language teaching specialists began to react against the principles of Grammar-Translation method, promoting alternative approaches to language teaching. They had interest on how children learn languages, and this made them prompt attempts to develop teaching principles based on those applied in the first language acquisition. However, their ideas failed to receive widespread support or attention until the 1980s when linguists like Sweet in England, Vietor in Germany and Possy in France provided the intellectual leadership needed to give the reformist ideas greater credibility and acceptance. These linguists, together, created an association which the main goal was to improve the teaching of the modern language (p.7).

Richards and Rodgers (1998) claims that one of the principles in teaching the foreign language advocated by the association was the teaching of new meanings through establishing associations within the target language rather than by establishing associations with the students' mother tongue. This means that contrarily to what happens in Grammar-Translation method, the association defended that the students' first language should not be maintained as a reference system in the acquisition of the target language (p.7)

Richards and Rodgers (1998) state that in spite of some considerable differences in specific procedures that the reformers advocate for teaching a foreign language, in general they believe that the use of the students' mother tongue in the foreign language classroom should be avoided, Although the mother tongue could be used in occasions of the lesson such as to explain new words and to check comprehension (p.8).

2.2.3 The Direct Method and the use of the Student's first language in the classroom

According to Richards and Rodgers (1998), the Direct Method is one method that derived from the proposals of the reformists' movement approach to language teaching. "... parallel to the ideas put forward by members of the reform movement was an interest in developing principles for language teaching out of the naturalistic principles of language learning, such as are seen in the first language acquisition. This led to what have been termed *natural methods* and ultimately led to the development of what came to be known as the Direct Method" (p.8).

Richards and Rodgers (1998) state that the Direct Method is a language teaching method that attempts to make second language learning more like first language learning. It suggests second and foreign language teachers to apply natural language learning principles to language classes, thus using intensive oral interaction in the target language and employing questions as a way of presenting and eliciting language. The Direct Method is widely referred to as the Natural Method, since it applies the natural language learning principles in the foreign language classroom (p.9).

"... believers in the Natural method argued that the foreign language could be taught without translation or the use of learner's native tongue if meaning was conveyed directly through demonstration and action. The German Scholar F. Franke wrote on the psychological principles of direct association between forms and meaning in the target language (1884) and provided a theoretical justification for a monolingual approach to teaching. According to Franke a language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in the classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom. Learners would then be able to induce rules of grammar. The teacher replaced the text book in the early stage of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration and pictures" (Richards and Rodgers, 1998, p.9).

Titone (1968) as cited by Richards and Rodgers (1998) listed the principles and procedures of the Direct Method (p.9-10).

1. Classroom instruction is conducted exclusively in the target language.
2. Only everyday vocabulary and sentences are taught.
3. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar is taught inductively.
5. New teaching points are introduced orally.

6. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension are taught.
8. Correct pronunciation and grammar are emphasized.

These principles are seen in the following guidelines for teaching oral language, which are still followed by the believers of the Direct-Method.

1. Never translate: demonstrate
2. Never explain: act
3. Never make a speech: ask questions
4. Never imitate mistakes: correct
5. Never speak with single words: use sentences
6. Never speak too much: make students speak much
7. Never use a book: use your lesson plan
8. Never jump around: follow your plan
9. Never go too fast: keep the pace of the student
10. Never speak too slowly: speak normally
11. Never speak too quickly: speak naturally
12. Never speak too loudly: speak naturally
13. Never be impatient: take it easy

Richards and Rodgers (1998) point out that the main focus of the Direct Method is on the exclusive use of the target language in the classroom. It requires teachers who are native speakers or who had native like fluency in the foreign language. The teachers are to be proficient enough in the foreign language to adhere to the principles of the method. The Direct method was largely dependent on the teacher's skill rather than on a textbook (p.11).

"Critics pointed out that strict adherence to the principles of the Direct Method was often counterproductive, since teachers were required to go to great lengths to avoid using the native tongue, when sometimes a simple brief explanation in the students' native tongue would have been a more efficient route to comprehension" (Richards and Rodgers, 1998, p.10-11). Brown (1973) as cited by Richards and Rodgers (1998) described his frustration in observing a teacher performing verbal gymnastics in an attempt to convey the meaning of Japanese words, when translation would have been a much more efficient technique to use (p.11).

2.2.4 The Situational Language Teaching/Oral Approach and the use of the students' first language in the classroom

Palmer (1917, 1921) as cited by Richards and Rodgers (1998), states that the origin of the Situational language teaching began with the effort of a number of British applied linguists to develop a more scientific foundation for an oral approach to teaching English as a foreign language than was evidenced in the Direct Method. That is, they wanted a systematic study of principles and procedures that could be applied to the selection and organization of the content of the course (p.31).

According to Richards and Rodgers (1998), the Situational Language Teaching is an approach to language teaching that agrees that language is learned through presentation of situations in which the need for the target structure is created and then modelled for students to repeat. A Teacher using this method is required to be skilful manipulator, using questions, commands, and other cues to elicit correct sentences from the learners. Lesson are hence teacher directed (38).

Like the Direct Method, according to Richards and Rodgers (1998), the Situational Language Teaching Method adopts an inductive approach to teach the language. The proponents of this method believe that the target language should be the language of the classroom. Pittman (1963) as cited by Richards and Rodgers (1998), a proponent of this method believes that the use of concrete objects, pictures and realia, together with actions and gestures can be used to demonstrate the meanings of new language items. Davies, Roberts, and Rossner (1975) as cited by Richards and Rodgers (1998), state that in Situational Language Teaching the form of new words and sentence patterns are not conveyed through translations. They are made clear visually with the use of objects, pictures, actions and mime. Wherever possible model sentences are related and taken from a single situation (p.38).

2.2.5 The Audiolingual method and the use of the student's first language in the classroom

Richards and Rodgers (1998) state that the Audiolingual Method derived from the rejections of the approaches like those of the Direct Method, in which learners are exposed to the language, use it, and gradually absorb its grammatical patterns (P.45-46).

Unlike the Direct Method, in the Audiolingual method, grammar is the starting point. The structure of the language is identified with its basic sentences patterns and grammatical structure. The language is taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentences patterns. Pattern practice is a basic classroom technique. Hockett (1959) as cited by Richards and Rodgers (1998), states that it is these basic patterns that constitute the learners' task (p.45-46).

According to Richards and Rodgers (1998), the Audiolingual Method is primarily an oral approach to language teaching, that is, lessons taught based on the Audiolingual Method involve extensive oral instruction in the target language. Language learning is seen to result from active verbal interaction between the teacher and the learners. If the teacher is not a native speaker of the target language, the tape recorder provides accurate models for dialogues and drills. A taped lesson may first present a dialogue for listening practice, allow for the student to repeat what they have heard, and provide follow-up fluency drills on grammar and pronunciation (p.56-57).

Brooks (1964) as cited by Richards and Rodgers (1998) argues that a teacher using the Audiolingual Method must be trained on when to use and not to use the students' native language in the classroom. He states that in Audiolingual Method, as far as possible, the target language is used as the medium of instruction, and translation or the use of the native tongue is discouraged (56-57).

Among the procedures the teacher should adopt in using the Audiolingual Method listed by Brooks (1964) as cited by Richards and Rodgers (1998), we can find the following:

- The subordination of the mother tongue to the second language by rendering the mother tongue inactive while the new language is being learned;
- The summarizing of the main principles of structure for the student's use when the structures are already familiar, especially when they differ from those of the mother tongue;
- Practice in translation only as a literary exercise at an advanced level (p.58).

Richards and Rodgers (1998), states that the use of the student's mother tongue is forbidden, especially, at early levels in Audiolingual Method. That is no explanations or instructions are given in the students' mother tongue (58).

2.2.6 Communicative Language Teaching/Communicative Approach and the use of the students' first language in the classroom

According to Richards and Rodgers (1998), the Communicative Language Teaching is an approach to language teaching that primarily views language as communication. Thus, the goal of language teaching, according to this approach, is to develop communicative competence. That is, language learning is to communicate (p.69).

Finocchiaro and Brumfit (1983) as cited by Richards and Rodgers (1998) contrast the main distinctive features of the Communicative Language Teaching and the Audiolingual Method. One of the main features that make distinction between Communicative Language Teaching and Audiolingual Method concerns the teacher's use of the students' first language in the class. While in Audiolingual method the teacher is forbidden to use the students' first language, especially at early levels, the proponents of Communicative Language Teaching method are in favour of the teacher's judicious use of the students' first language. That is, the teacher's use of the students' first language is accepted when it is likely to benefit the students' learning of the target language. Translations are also accepted when students need or benefit from them (p.67).

2.2.7 Communicative Language Learning method and the use of the students' first language in the classroom

According to Richards and Rodgers (1998), communicative Language Learning is a language teaching method developed by Charles A. Curran, a specialist in counselling and a professor of psychology at Loyola University in Chicago. Curran applies the psychological counselling techniques to language learning, and considers language learning as an example of "Humanistic approach". Therefore, the Communicative language teaching techniques belong to a larger set of foreign language teaching practices described as Humanistic techniques. These techniques are techniques that engage the whole person, including his emotions and feelings. They blend what the student feels, thinks and knows in his mother tongue with what he/she is learning in the target language (p.113- 114).

Richards and Rodgers (1998) claim that links can be made between the Communicative language learning method procedures and those of the bilingual education, particularly the set of bilingual procedures referred to as **language alternation** or **code switching** (p.113). "In language alternation, a message/lesson/class

is presented first in the native tongue and then again in the second language. Students know the meaning and flow of an L2 message from their recall of the parallel meaning and flow of an L1 message” (Richards and Rodgers, 1998, p.114-115).

Translation from the students’ first language into the target language is the main focus of the lesson.” A group of learners sit in a circle with the teacher standing outside the circle; a student whispers a message in the native language (L1); the teacher translates into the foreign language (L2); the student repeats the message in the foreign language into a cassette; students compose further messages in the foreign language with the teacher’s help; students reflect about their feelings.” (Richards and Rodgers, 1998, p.113).

Another possible procedure for this method stated by Richards and Rodgers (1998) would be the following: (1) the learner presents the message in his/her first language; (2) the teacher translates the message into the target language(L2); (3) the learner, then addresses the translated message to another learner with whom he/she wishes to communicate (p.115).

Richards and Rodgers (1998) claim that a teacher using this method must be highly proficient in both students’ first language and the target language, and sensitive to small differences between the two languages. In spite of demanding a lot on the teacher, the supporters of Communicative language learning hold that it has positive benefits on learners since it centers on the learners and stresses the humanistic side of language learning, and not merely its linguistic dimensions (p.126).

Although both Communicative Language Teaching and Communicative Language Learning, as the names suggest, primarily view language as communication, and so develop procedures in the classroom that allow language to be used in a communicative way, there are considerable differences between Communicative Language Teaching and Communicative Language Learning.

One of the differences clearly seen between the Communicative Language Teaching and the Communicative Language Learning, concerns the techniques used to conduct the lessons, especially the way students are engaged in communication. The amount of the students’ mother tongue use by both teacher and students to hold communication in class in communicative language teaching is and in communicative language learning is different. While in Communicative Language Teaching the target language is maintained as the primarily medium of communication in the class, and

translations is only used when it might be helpful for the students' learning, in communicative language learning, translations is the main focus of the lesson.

2.2.8 The Natural approach and the use of the students' first language in the classroom

Richards and Rodgers (1998) states that The Natural approach is an approach to language teaching developed by Terrell, a teacher of Spanish in California, and Stephen Krashen, an applied linguist at the University of Southern California. Krashen and Terrell have identified the Natural Approach with what they call "traditional" approaches to language teaching. And they define traditional approaches as" based on the use of language in communicative situations without recourse to the students' native language- and, perhaps, needless to say, without reference to grammatical analysis, grammatical drilling, or to a particular theory of grammar (p.128).

According to Richards and Rodgers (1998), in the Natural Approach there is an emphasis on exposure, or input, rather than practice; optimizing emotional preparedness for learning; a prolonged period of attention to what the language learners hear before they try to produce the language; and willingness to use written and other materials as a source of comprehensible input (p.129).

Richards and Rodgers (1998) claims that what characterizes the Natural Approach is the use of familiar techniques (techniques recommended by Krashen and Terrell are often borrowed from other method such as the Direct method, the total physical response and the communicative language teaching) within the framework of a method that focus on a providing comprehensible input and a classroom environment that cues comprehension of input, minimizing learner anxiety, and maximizes learners self-confidence. Class time is devoted primarily to providing input for acquisition (p. 136-137).

Richards and Rodgers (1998) state that the fact that the authors of the Natural Approach related their approach to the Natural Method/ Direct Method has led some to assume that Natural Approach and Natural Method/Direct Method are synonymous terms. However, They claim that, in fact, the term natural, used in reference to the Direct method, merely emphasized that the principles underlying the method is believed to conform to the principles of naturalistic language learning in young children. (p. 128-129).

Although both the Natural Method (Direct method) and the Natural Approach is believed to conform to the principles of naturalistic language learning, that is, both attempt to make second language learning more like first language learning, there are important differences between the Natural Approach and the older Direct Method (p.128- 129).

Cole (1931) as cited by Richards and Rodgers (1998), states that the Direct Method, in its extreme form, consists of a series of monologues by the teacher interspersed with exchanges of formal questions and answers between the teacher and learners. In the Direct Method, the learners are expected to try to produce the language accurately before being sufficiently exposed to the language. While the Natural Approach, according to Richards and Rodgers (1998), places less emphasis on teacher monologues and formal questions and answers, and less focus on accurate production of target language sentences. In the Natural approach, there is an emphasis on exposure, or input, rather than practice. That is, the emphasis is on presenting comprehensible input in the target language. Students are not expected to use a word actively until they have heard it many times. And to minimize stress, learners are not required to say anything until they feel ready (p.129, 136).

2.3 Why students revert to their own language instead of using English in the English classroom

The students' use of their first language (L1) in the classroom is an issue that all ESL and EFL Teachers face. "One thing that can drive teachers wild is when their students are apparently unwilling to use English in the classroom, especially during communicative activities. This is often seen as an example of teacher/student failure. After all, if students are not using English everyone is wasting their time (Harmer, 2003, p.131).

Harmer (2003) claims that there are two main understandable reasons why students revert to their own language instead of using English in the English classroom. One has to do with natural and sociological reasons and the other has to do with pedagogical reasons, that is, with the type of classroom task and the teacher linguistic behaviour. In other words, the types of classroom activities prescribed by the teacher and the teacher's injudicious use of the students' mother tongue can influence the students' use of their mother tongue and limit their use of English (p.131). Therefore, for the purpose of this study it is important to determine when teachers should or should

not use the students' mother tongue in the classroom in order to create the most effective lesson.

2.3.1 Natural and sociological reasons for the use of the mother tongue in the classroom (Students induced reasons for the use of mother tongue in class)

The primary reason why students use their first language in class is because it is an entirely natural thing to do.” The L1 is a source of knowledge which learners will use both consciously and subconsciously to help them sift the L2 data in the input and to perform as best as they can in the L2” (Ellis, 1999, p.40). “...when we learn a foreign language we use translation almost without thinking about it, particularly at elementary and intermediate levels. This is because we try to make sense of a new linguistic (and conceptual) world through the linguistic world we are already familiar with. Code-switching between L1 and L2 is naturally developmental” (Harmer, 2003, p. 131).

Harmer (2003) also claims that Students use their L1 when performing pedagogic tasks, especially when one student is explaining something to another. This is a habit that in most cases will occur without encouragement from the teacher (p. 131).

The use of the students' first language in the classroom may also be influenced by the learner's learning styles. "... it is worth pointing out that the amount of L1 use by particular students may well have a lot to do with differing learner styles and abilities. Some use mostly English from the very beginning, whereas others seem to need to use their L1 more frequently” (Harmer, 2003, p.131).

2.3.2 Pedagogical reasons for the use of the mother tongue in the classroom (Teacher induced reasons for the use of mother tongue in class)

A great amount of mother tongue use in the class has to do with pedagogical reasons.” A principal cause of L1 use is the language required by the activity. If we ask beginners to have a free and fluent discussion about global warming, for example, we are asking them to do something which they are linguistically incapable of. Their only possible course of action, if they really want to say anything about the topic, is to use their own language. In other words the choice of task has made the use of L1 almost inevitable (Harmer, 2003, p.131).

The students' use of their mother tongue in the class is also influenced by the teacher's injudicious use of the students' mother tongue.

According to Harmer (2003), teachers themselves can be a cause of students' mother tongue use in the class. If they make an injudicious use the students' first language (no matter if they themselves are native speaker of that language), then the students will feel comfortable doing it too. Students need to know when mother tongue use is permissible and when it is not. Teacher should set clear guidelines to let the students understand when it is more or less okay to use their mother tongue in the class and when the use of it is counter-productive. Students need to be aware of when English is absolutely essential. Therefore, it makes sense, according to Harmer, for teachers to speak English as much as possible in the class, especially because if they do not, students will not see the need to speak too much English either. However, there are moments in the classroom, especially at lower levels, where the use of the students' L1 may be helpful for both teacher and students. Such moments can be when the teacher is explaining or discussing class methodology, or giving announcements which would be impossibly difficult to do in English (p.131- 132).

It is the project of this work to examine when the use of the students' common language (Creole/Portuguese) in Capeverdean English classrooms is effective and when it is not. As we shall see in the next section there are many and varying opinions about the usefulness of the students' mother tongue use in the EFL classroom.

2.4 Different opinions about the teacher's use of the students' mother tongue in the EFL classroom

The use of the students' mother tongue in the EFL classroom is a controversial issue. That is, there have always been contradicting views about whether to use the mother tongue (L1) of the students in the English (L2) classroom and to what extent. Some Educators believe that the use of the students' first language in the English classroom is useful for the learners' acquisition of English, some believe that it hinders the acquisition of English, and some believe that it is useful at certain levels and at some occasions or instances of the lesson but teachers should be aware of these occasions and know how to use it.

According to Harmer (2003), the idea that all use of the students' mother tongue in the language classroom should be avoided stems from the advent of the Direct

method at the beginning of the twentieth century (where the language itself was talked and taught rather than being talked about in the students' first language), and from the training of native-English speaker teachers who either had to deal with multilingual classes and/or teach in countries before they were themselves competent in the language of their students. However, more recently, attitudes to the use of the students' mother tongue have undergone a significant change (p.131).

2.4.1 Arguments for the teacher's use of the students' mother tongue in the EFL classroom

Atkinson (1987) as cited by Harmer and Schweers (2003) argues that it is not difficult to think of several general advantages of judicious use of the students' mother tongue in the EFL classroom. He suggests the use of the students' L1 in instances of the lesson such: as grammar explanation, checking comprehension, giving complex instructions to basic levels, explaining classroom methodology at basic levels, eliciting language, checking for sense, developing circumlocution strategies, highlight a recently taught language item and testing. If teachers can use the students' language, he claims, these tasks will be expedited more efficiently (p.132 and p.35).

Auerbach (1993) as cited by Schweers (2003) gives a socio-political rationale for the use of the students' L1 in the English classroom. According to Schweers, Auerbach summarized her conclusion about the use of the students' mother tongue in the English classroom in the following way: "Starting with L1 provides a sense of security and validates the learners' lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English."(p. 34).

According to Tang (2002) and Schweers (2003), Auerbach not only acknowledges the positive role of the mother tongue in the classroom, but also identifies the following possible occasions for its use: classroom management, language analysis, presenting rules that govern grammar (phonology, morphology and spelling), discussing cross-cultural issues, giving instructions or prompts, explaining errors, checking for comprehension, negotiation of the syllabus and lesson, record keeping and scene setting (p.37 , p.34).

Schweers (2003) agrees that although English should be the primary vehicle of communication in the English classroom, and that teachers should give students ample

opportunities to process English receptively as well as to produce and negotiate meaning in the language, limited and judicious use of the students' L1 is very useful for the students' learning of English (p.37).

Schweers (2003) points out that he is conscious that not all teachers would agree with his position. Some teachers would say that particularly foreign language learners need as much exposure as possible to L2 input during limited class time; the only time in their daily lives they encounter the language. Other teachers would say that if a teacher only uses the target language in the classroom, he/she forces the students to try to communicate with him/her in that language. However, Schweers believes that his arguments for the pedagogical and affective use of the L1 justify its limited and judicious use in the second and foreign language classroom (p.21-37).

According to Tang (2002), professionals in second language acquisition have become increasingly aware of the role the students' mother tongue plays in the EFL classroom. Nunan and Lamb (1996) as cited by Tang (2002), for example, agrees that EFL teachers working with monolingual students at lower levels of English proficiency find prohibition of the mother tongue to be practically impossible (p.37).

Tang (2002) claims that during the last 15 years, the monolingual approach, the approach to language teaching which suggests that the target language should be the sole medium of communication in a foreign language classroom, has lost its appeal. Medges (1994) as cited by Tang (2002) considers the position of monolingual approach untenable on any grounds, be they psychological, linguistic or pedagogical (p.37).

Tang (2002) believes that the exclusion of the mother tongue is a criticism of the mother tongue and renders it a second- class language. Tang agrees that this degradation of the mother tongue has harmful psychological effects on learners. She states that her personal experiences as a learner and teacher of English as a foreign language has shown her that moderate and judicious use of the students' mother tongue can aid and facilitate the learning and teaching of English. The same view is shared by many of her colleagues (p.37).

Eldridge (1996) as cited by Harmer (2003) agrees that there is no evidence that if a teacher stops the use of the students' first language, this would improve learning efficiency. On the contrary, it would at some extent hinder the acquisition of the second language. He claims that most of the Code – switching he has observed is highly purposeful, and related to purposeful goals, that is, the code – switching he has observed

has the purpose of helping the message become comprehensible, and hence the second language acquisition takes place (p.132).

2.4.2 Arguments against the teacher's use of the students' mother tongue in the EFL classroom

Krashen (1989) claims that the improper use of the first language in the classroom can indeed hinder the acquisition of English. He disagrees especially with the use of *concurrent translation* in the English classroom. "The first language can be used improperly as well, in a way that discourages comprehensible input. This occurs when *concurrent translations* is used, a technique in which the teacher speaks a little in one language, then translates what was said into the other language. When this happens, students quite naturally listen to the message in their own language and pay no attention to the English input. In concurrent translation, the teacher does not have to try to make the English input comprehensible by using extralinguistic support (realia, gesture) or paraphrase because a translation is available. Legarreta's (1979) research confirms that concurrent translation is not effective for the acquisition of English" (Krashen, 1989, p.75).

According to Tang (2002), the proponents of the monolingual approach argue that the target language should be the sole medium of communication in a foreign language classroom. They believe that the prohibition of the students' native language in the foreign language classroom maximize the effectiveness of learning the target language (p.36).

Krashen (1981) as cited by Tang (2002), a proponent of the monolingual approach, has argued that people learning foreign languages follow basically the same route as they acquire their mother tongue, hence the use of the mother tongue in the learning process should be minimized (p.37).

Harbord (1992) as cited by Harmer (2003) points out that the use of English in English class is absolutely essential. He disagrees with Atkinson by pointing out that the giving of instructions and many other teacher- student interactions are an ideal source of language for student acquisition (p.132).

2.4.3 Arguments for the teacher to use or not to use the students' mother tongue in EFL classes depending on situational factors

According to Harmer (2003), the type of classroom activities have a great influence on whether students' mother tongue should or should not be used in the class. He claims that since students are likely to use their mother tongue anyway, there is little point in trying to stop its use completely. Such an approach will not work, and may discourage students who feel the need for it at some stages. However, a lot will depend on when students' mother tongue is acceptable or not. If they are doing pair work or reading a text, for example, the use of L1 may be quite acceptable since they are using it to further their understanding of English. If, on the other hand, they are doing an oral fluency activity, the use of a language other than English makes the activity essentially pointless (p.131-132).

Harmer suggests that teachers should promote as much English use as possible. So they should try and insist on the use of English in language study and oral production activities, and be more relaxed about the use of English in other pedagogic situations that essentially does not require students' production of the language, although he will continue to encourage students to use English as often as possible. He claims that teachers, themselves, are a principal source of comprehensible input. Teacher-talking- time (TTT) has an important part to play in language acquisition (p.132).

2.5 Two Studies Conducted on the use of the mother tongue in EFL classrooms

Before designing and conducting my own research on the use of the mother tongue in EFL Capeverdean context, I analyzed two very similar studies already conducted on the use of the mother tongue in EFL Chinese and Spanish speaking Puerto Rican contexts. These two studies were conducted at the university level. They are concerned to answer questions about the frequency and the purposes of the mother tongue use in the English classroom, and the teachers and students' attitudes toward its use. While these studies do not directly examine language acquisition or lessons effectiveness, they were a useful model in designing the surveys to conduct my study.

2.5.1 Study conducted in the EFL Chinese context

According to Jinlan Tang (2002), a Chinese professor of English in china, the value of using the mother tongue in EFL classrooms is a neglected topic in the TEFL

methodology literature. Tang feels that this omission, together with the widely advocated principle that the native language of the students should not be used in the foreign language classroom, makes most teachers, experienced or not, feel uneasy about using L1 or permitting its use in the classroom, even when there is a need to do so (p.37).

She states that although the use of the students' first language in the English classroom has been defended by some language teaching specialists, little empirical research has been done to find out if it is an effective teaching and learning tool. Therefore, driven by her own interest, Tang decided to carry out a study on the use of the students' first language in EFL Chinese classroom, in which Chinese stands for the students' first language and English their foreign language. She acknowledges as well that she was inspired by Schweers (1999), another professor of English, who had conducted a similar study with EFL students and their teachers in a Spanish context to investigate their attitudes toward using L1 (Spanish) in English classroom (p.37).

A) Methodology of Jinlan Tang's study on the use of Chinese (L1) in the English (L2) classroom

Research questions: Tang's study aimed to answer the following questions:

- "Is Chinese as the L1 used in Tertiary-level English classroom in China? If so, how frequently is it used and for what purposes?"(Tang, 2002, p.37)
- "What are the attitudes of the students and teachers toward using Chinese in the EFL classroom?"(Tang, 2002, p.37).

Participants: Tang (2002) indicates that the participants of this study were 100 first-year English major students attending a university in Beijing. Their English was at the intermediate level. According to Tang, the student participants in this study are highly motivated to learn English. As English majors in the university, their English language proficiency is regarded as a symbol of their identity and a route to future academic and employment opportunities. Few of them feel that English is imposed on them or regarded the use of English as a threat to their identity. The 20 participating teachers were all faculty members at the same university, with their teaching experience ranging from one (1) year to thirty years (p.37-41).

Methods and procedures: "Both Qualitative and Quantitative research methods were used, including **classroom observations, interviews, and questionnaires**" (Tang, 2002, p.38).

1) classroom observation: “Three randomly-selected first-year reading classes (of about 50 minutes in length) conducted by three teachers were observed and recorded to find out how frequently and on what occasions Chinese was used. To obtain more authentic classroom data, the teachers and students were not informed of the observation purpose beforehand” (Tang, 2002, p.38).

2) Interviews: “After the classroom observations, The three teachers whose classes had been observed and recorded were interviewed about their occasional use of Chinese in the classroom, and how they viewed the common criticism that using Chinese reduces the students’ exposure to English. The interviews were recorded and summarized” (Tang, 2002, p.38-39).

3) Questionnaires: “A questionnaire was distributed to 100 students (see Appendix 1.1), and another questionnaire to 20 teachers (see Appendix 1.2) to discover their attitudes toward using Chinese in the English classroom. The questionnaire items focused on the subjects opinions toward the use of L1, the various occasions when they think L1 can be used, and the perceived effectiveness of L1 in their EFL classroom” (Tang, 2002, P.38).

B) Results of the field research by Jinlan Tang on the use of Chinese in the EFL Chinese classroom

1) Classroom observation results: (see Appendix 1.3): According to Tang’s data, the following are the occasions when Chinese was used by the three teachers in the tertiary-level English reading classes: To give instructions, to explain the meaning of words, to explain complex ideas and complex grammar points, and to hold students attention in the class. The greatest use of Chinese, 13 times, was to explain the meaning of words. In all the three classrooms observed, teachers first attempted to explain the words, grammar points, and meanings of complex ideas in English, but resorted to Chinese when they thought the students did not or could not understand their English explanation (p.38).

2) Results of the interviews:

Teacher 1 responded that the limited class time is the primary reason for the use of Chinese in the English classroom. This teacher agrees that using some Chinese is more effective and less time-consuming. And since class time is limited, using one simple Chinese word or idiom is more helpful than spending quite some time using several English sentences to explain one word or idea. Moreover, there are moments

when even after a long English explanation students still look confused. In such case the use of Chinese might solve the problem. This teacher also points out that the amount of English use depends on the students' language proficiency level. If their English is at an advanced level, there is no need, according to him, to use their first language in the classroom (p.39).

Reacting to the criticism that using Chinese reduces the students' exposure to English, **teacher 1** points that the use of some Chinese does not reduce the students' exposure to English, but rather, it actually provides students more time to practice their English and get exposure to English. That is, when a teacher uses some Chinese instead of long English explanations, he or she saves time for other classroom activities so that students can practice the language. This teacher believes that the occasional use of Chinese in English class is necessary and the advantages of doing so outweigh any disadvantages (p.39).

Teacher 2 responded that the students' low level of proficiency is the main reason for the use of Chinese in the English classroom. This teacher states that students, because of their low proficiency level, fail to follow him when he only uses English to explain the meaning of the text or to give instructions. Therefore, he uses Chinese so that students immediately can comprehend the meaning of what he has said, and to help them compare the word choices in the two languages (p.39).

Teacher 3 responded that he uses Chinese in his classes to discuss the meaning of some difficult abstract words, to explain the grammar and ideas expressed in long and complicated sentences, and sometimes to provide clarification when students look puzzled after his English explanation at certain points. He also uses Chinese to solve discipline problems. He agrees that using Chinese to keep order is more effective than using English (p.39).

3) Results of the student questionnaire: (see Appendix 1.4) According to the questionnaires results, the majority of the student participants agreed that the most appropriate occasions for the teachers to use Chinese in the class are to explain complex grammar points and to define new vocabulary items. The majority of them also agreed that it was necessary to use some Chinese in the class because it helps them to understand better the difficult concepts and the new vocabulary items. Only 6% of the students said that they feel less lost when the teacher uses some Chinese (p.39).

Concerning the frequency and the amount of time that Chinese should be used, more than half of the students think that it should be used sometimes, and most of them answered that its use should range from 5 to 10 percent of the class time (p.41).

4) Results of the teacher questionnaire (see Appendix 1.4)

For the majority of the teacher participants, Chinese was most necessary to practice the use of some phrases and expressions and to explain difficult concepts or ideas (p.39). Most of them also are in agreement with the students by saying that the use of Chinese was necessary because it aids students' comprehension greatly. One of them, however, believes that the use of Chinese helps students become more aware of the differences and similarities between the English and Chinese cultures (p.41).

C) Analyses of the results

1) Analysis of the classroom observations results: Judging from the students' responses, Tang considers it quite effective when teachers resorted to students' first language to explain the words, grammar points, and meanings of complex ideas, when they thought the students did not or could not understand their English explanations. In other words, these three classroom observations indicate that Chinese is used on occasions when English explanations fail to work (p.38).

2) Analysis of the questionnaires results: The questionnaires results are in agreement with the classroom observations results. It shows that the use of the students' first language in the class is justified. It is especially useful for language tasks such as defining vocabulary items, practicing the use of some phrases and expressions, and explaining grammar rules and some important ideas (p.41).

3) Analysis of the entire study: Tang (2002) stated that the results of the present study on the use of mother tongue in a Chinese EFL context indicates that the mother tongue was used by the majority of teachers investigated, and both students and teachers responded positively toward its use. According to Tang, this study reveals that in the EFL classes, Chinese plays only a supportive and facilitating role. The chief medium of communication in the class is still English. As with any other classroom technique, the use of the mother tongue is only a means to the end of improving foreign language proficiency (p.41).

D) Conclusion

Tang concluded that her study came to show that limited and judicious use of the mother tongue in the English classroom does not reduce student's exposure to English,

but rather can assist in the teaching and learning process. She agrees that this is not to overstate the role of the L1 or advocate greater use of L1 in EFL classroom, but rather to clarify some misconceptions that have troubled foreign language teachers for years, such as whether they should use the mother tongue when it might be useful, and whether the often mentioned principle of no native language in the classroom is justifiable. Tang hope that these findings will help make more people acknowledge the role of the native language in the foreign language classroom and stimulate further study in this area (p.41).

2.5.2 Study conducted in EFL Spanish context on the use of the students' first language (L1) in the English classroom

Schweers (2003) agrees with Tang (2002) by stating that among a number of professionals in the field of second language acquisition, there appears to be an increasing conviction that the first language has a necessary and facilitating role in the second and foreign language (L2) classroom. He points out that in his case, as an EFL teacher, this conviction comes from personal experience, recent literature he has read, and presentations he has attended. According to Schweers this position might seem heretical in light of what most teachers, including him himself, were taught when trained as ESL/EFL professionals (p.34).

Schweers considers that the use of the students' L1 in the L2 classroom is worthy of serious consideration. Therefore, he designed and conducted a study in this area. The study was conducted during the first semester of the 1997-1998 academic year at the University of Puerto Rico, Bayamon Campus. Four of his colleagues also consented to participate in this project (p.34).

A) Methodology of Schweers' study

Research questions: Schweers' study aimed to answer the following question: How frequently and for what purposes teachers used Spanish in their classes? (p. 34).

Participants: Schweers indicates that the participants of this study were 19 teachers, including other members of his department, his 3 sections of Basic English students, and the classes of the professors participating in his study. According to Schweers, the student participants in this study are resistant to learning English for cultural and political reasons. They resent its imposition as a required language (p.21-34).

Methods and procedures: Schweers recorded a 35-minute sample from 3 classes at the beginning, middle and end of the semester. Each teacher filled out a short

questionnaire about his/her attitude toward the use of Spanish in the English classroom. He also handed out a similar questionnaire to the classes of professors participating in his study and to his three sections of Basic English students. In this study he also asked teachers to respond to this question: “If you use Spanish in your classroom, why do you think this may be more effective than using English exclusively?”(Schweers, 2003, p.36).

B) Results of the research

1) Classroom recording results: According to the data from the recorded classes, Spanish was very little used in English classes. From the four classes recorded by Schweers, two of the teachers never used Spanish to address their classes. The third teacher used Spanish very cleverly to illustrate points she has made about English, for example, to develop circumlocution strategies in class. And the fourth teacher was the one that used the most Spanish in her teaching. While she is speaking in English, she throws in a sentence or phrase in Spanish. She also used Spanish to elicit language (p.37).

2) Results of the Questionnaires: (see Appendix 1.5) According to the questionnaires results, both teachers and students responded positively to the question if Spanish should be used in the English classroom (100% and 88.7% of the teacher and student participants respectively felt that Spanish should be used to some degree). Most students agreed that it was necessary to use some Spanish in the class because it helps them when they feel lost and facilitates their learning of English (p.34-35).

Concerning the occasions when Spanish should be used in the classroom, the majority of the participating students (86.2%) agreed that Spanish should be used to explain difficult concepts. However, the two second highest percentage (22.7% and 20.2%) of the students respectively agreed that Spanish should be used to define new vocabulary items and to check for comprehension (p.34).

Regarding the amount of time Spanish should be used in the classroom, most of the participating students would like Spanish to be used between 10% to 39% of the class time.

Concerning teachers’ responses on the occasions when Spanish should be used in the English classroom, the majority of them felt that Spanish was most necessary to explain difficult concepts (22%), to joke around students (15%) and to define new vocabulary items (12.6%).

3) Results of the Schweers' question to the teacher: The following are some of the responses Schweers got from the teachers:

- “Sometimes it is more important for students to understand a concept than it is for that concept to be explained exclusively in English” (Schweers, 2003, p.37).
- “...Spanish helps students write better reports. It also serves as an additional input to ensure that they achieved the main objective of the course, which is the production of higher quality written work in English” (Schweers, 2003, p.37).
- “First of all I use Spanish to establish rapport with my students, and secondly, to serve as a model person who speaks both languages and uses each one whenever necessary or convenient” (Schweers, 2003, p.37).
- “I think students can identify better with a teacher who speaks to them in their own language, thereby letting them know that you respect and value their native language... In any case, I like to joke around in the class, and one cannot do that in English when not all students understand it” (Schweers, 2003, p.37).

C) Analyses of the results

1) Analysis of the recorded classes results: According to Schweers, the results of the recorded classes show that in English classes in Puerto Rican university, Spanish was used most frequently used by the teacher in occasions such as: To develop circumlocution strategies (when students do not know how to say something in the L2, have them think of different ways to say the same thing in the L1, which may be easier to translate), to elicit language and to” keep students on track” as to what is happening in the lesson (p.37).

2) Analysis of the questionnaires results: Schweers states that the results of the questionnaires show that students, more than teachers, feel that the use of Spanish is necessary on the following occasions: To help students feel more comfortable and confident, to check for comprehension, and to define new vocabulary items. However, neither students nor teachers feel that Spanish should be used in testing (p.35).

3) Analysis of the entire study: According to Schweers the results of this study indicate that Spanish should be used to some degree in the English classroom. Both teachers and students feel that there are clear occasions when the students' first language facilitates students' comprehension. In other words, using Spanish in the English classroom has led to positive attitudes toward the process of learning English and better yet, encourage students to learn more. (p. 21-35).

The influence of Schweers' study in his English teaching techniques

A semester after having conducted this study, Schweers experimented with using more Spanish in his classes than he used to use before. For instance, he used Spanish to explain class methodology, to have students doing small tasks in Spanish (for example, he asked them to describe their previous experiences in English classes and to describe what their ideal English class would be like in Spanish). Gradually, Schweers reduced the amount of Spanish he was using and added more English (p.37).

Schweers (2003) states that he began to use Spanish to make comprehension checks periodically to make sure that student understood. In order to check students' understanding Schweers began to use the following utterances: "Does everyone understand?" "Who can tell me the Spanish Translation?" Or after making an important point, he will ask, "Who can say what I just said in Spanish?" and he waits until he gets an acceptable translation (p.37).

Schweers' use of the students' first language (Spanish) in such occasions of the lesson had a positive impact on the students' motivation to learn English and to use English in the classroom. Schweers shares his experiences with his audience by stating that after using a little more Spanish in the classroom and allowing his students to use it as well, he found his students more enthusiastic and receptive with respect to the classroom activities. He also feels more in touch with them, as they share a common language when necessary (p.37).

Schweers (2003) points out that in spite of allowing a role for Spanish in his classroom, students spontaneously use English in the class while working on tasks. They frequently use English with him when they came up with questions or comments after class. Schweers believes that his occasional use of Spanish in the classroom helps him a lot to develop a good relationship with his students, and has made the students more eager than usual to tackle the challenges of learning English. Attendance is excellent, most students are doing classwork and homework regularly and they also have a lot of fun in class (p.37).

Conclusion of Schweers' study

Schweers concluded that although English should be the primary vehicle of communication in the English classroom, providing students with ample opportunities to process English receptively as well as to produce negotiating meaning, judicious and

prudent use of the students L1 is helpful in the students' learning of English. Schweers also concluded that a second language can be learned through raising awareness to the similarities and differences between the students' L1 and the L2 (P.21-37).

2.5.3 – Analysis of the studies conducted by Tang and Schweers on the use of the mother tongue of the students in the English classroom

A) Similarities between Tang & Schweers' studies

Tang and Schweers' studies, although conducted in different social contexts, are very similar studies. Both aimed to answer the same questions, which concerned the frequency, the amount and the purposes of the use of the students' L1 in the English classroom, and the teachers and students' attitudes toward its use. Both studies were conducted in monolingual classrooms by people with some experience in EFL teaching and learning.

The results of the two studies bear many similarities as well. Both studies indicated that the mother tongue of the students was used by the majority of the teachers investigated, and that students and teachers responded positively toward the use of the students' first language in the classroom

Both Tang and Schweers arrived to the same conclusions, by stating that in the EFL classrooms, English should play "the main role", which means that it should be maintained as the primary medium of communication. The students' first language, however, can be used when necessary to help the students in their further understanding of English without limiting them to their exposure to English.

B) Differences between Tang & Schweers' studies

In spite of the many similarities, some differences can be found between Tang and Schweers studies. Concerning the methods and procedures to conduct the study, Tang used a variety of methods, including observing and recording classes of 50 minutes in length, interviews and questionnaires. While Schweers recorded classes of 35 minutes in length, made questionnaires and addressed a single question to the teachers. The teacher's population in Tang's study was also larger than in Schweers' study.

The students' level of proficiency and their motivation to learn English was also different. The students' level of proficiency in Tang's study was higher and they were more motivated to learn. While in Tang's study students were highly motivated to learn

because of their future and academic reasons and they do not feel that English is imposed to them, the students of the Schweers' study feel resentment toward English related to Puerto Rico's relationship with the USA as a territory. This might be the reason for the discrepancies existing between the two studies concerning students' responses on why their L1 should be used in the class. While Tang's results of the research show that only 6 percent of the participating students feel that the use of their L1 helps them to feel less lost, Schweers' research shows that the majority of the students (68.3%) preferred the use of their L1 in order to feel less lost.

c) Tang and Schweers' studies & assessing the effectiveness of teaching

The two studies very clearly demonstrate that both participants agreed on a limited and judicious use of the students' first language in the English classroom, and that this is no more than a classroom teaching technique to assist in the process of teaching and learning. However, both studies failed in assessing the effectiveness of the lesson, that is, they failed to find out what was the impact of the use of students' first language by the teacher in the English classroom on the students' acquisition of English.

Schweers' and Tang's study were more concerned with opinions. They did not assess language acquisition. It is possible that teachers and students prefer the mother tongue in the classroom, and students are not acquiring the language skills effectively. However, since it is nearly impossible to assess language acquisition, testing the effectiveness of the lesson in terms of students' comprehension would be the most indicated way to approach language acquisition.

Since it is beyond the scope of this study to assess language acquisition in relation to the use of the students' mother tongue in the classroom, this research will attempt to measure the effect of the students' mother tongue use in the classroom on some "measurable" aspects of the lesson.

2.6 Conclusion of the Literature Review

Through this literature review I learned that the use of the students' mother tongue in the English classroom should be limited. However, what is not clear is to what extent, if any, it should be used. The methods, approaches and authors discussed give many good arguments on both sides, both for and against the teacher's use of the students' mother tongue in the English classroom.

The authors such as: Atkinson (1987), Auerbach (1993), Harmer (2003) and Eldridge (1996), and the Methods/Approaches in Language teaching such as: Grammar-

Translation Method, Audiolingual (at the advanced levels), the Communicative Language Teaching/Communicative Approach and the Communicative Language Learning Method all advocate the limited use of the students' mother tongue. They agree that in the English classroom under a purposeful goal and in agreement with the students' language level of proficiency, there are some instances or occasions in the English classroom when the use of the students' mother tongue might be helpful for the effectiveness of the lesson. On the other hand, the authors such as: Krashen (1981, 1989) and Harbord (1992), and the Methods/Approaches in language teaching such as: the Reformists' Approach to language teaching, the Direct Method, the situational language teaching/Oral Approach and the Natural Approach, present reasonable arguments for the exclusive use of the target language, English, in the English classroom, stating that the use of the students' mother tongue would be counterproductive, hindering the acquisition of English.

We also know that the more time for students to practice the target language in the classroom the better. According to O'Maggio-Hadley (1993)

Whatever type of presentation is chosen for a given class date, the "formal grammar lesson" should be kept as brief and as uncomplicated as possible, at least in lower level language courses, to ensure that most of the class hour can be spent on active, creative language practice. Teachers who engage in lengthy explanations quite often monopolize class time, bore the student who already understand the concept, and confuse the rest. In addition, such behaviour sends a clear message that the focus of the lesson is on talking about the language rather than talking in the language, an approach that is not congruent with communicative goals. (p. 483)

The authors mentioned above, and especially one of the teachers interviewed by Tang state that the judicious and prudent use of the students' mother tongue might help the teacher to better implement his/her time in the classroom. If the teacher wastes too much time explaining something in English, he may spent more time talking about the language rather than talking in the language, as O'Maggio-Hadley warns against.

The studies conducted by Tang (2002) and Schweers (2003) in the EFL Chinese and Puerto Rican Spanish contexts, respectively; seem to indicate that the use of the students' mother tongue in certain occasions of the lesson is advocated by both teachers and students.

However, the literature is clearly divided on the effectiveness of the teacher's use of the students' mother tongue. Therefore, the following study will be conducted to try to determine its effectiveness in the Capeverdean context.

III. METHODOLOGY OF RESEARCH

Research Question

This study aims to answer the following question: What is the effect of the teachers' use of the students' common language (Creole/Portuguese) in 7th grade Capeverdean English classrooms on the effectiveness of the lesson, concerning students' comprehension, teachers' implementation time, and students' practice time?

Participants

The participants of this study were 180 7th grade students at the beginners-level 1 with ages between 12 and 14 years old. The students were distributed throughout six (6) different Capeverdean high schools: Amor de Deus, Escola Secundária Alfredo da Cruz Silva in Santa Cruz, Domingos Ramos, Escola Secundária de São Miguel in Calheta, Mira Flores, and Escola Secundária Constantino Semedo in Achada São Felipe. The students were from different social backgrounds. The 6 teachers who teach these students and 14 more teachers of English also participated in this study.

I conducted this research with 7th grade students (beginners-level) because according to what I learned from my literature review, the basic level students, because of their low level of proficiency in English, are the ones who feel more need for the use of their first language in the foreign language classroom in order to have an effective lesson. "Nunan and Lamb (1996) as cited by Tang, for example, contend that EFL teachers working with monolingual students at lower levels of English proficiency find prohibition of the mother tongue to be practically impossible" (Tang, 2002, p.37). Thus, in order to understand the use of mother tongue/common language in the classroom in the Capeverdean context, I decided to do my research with this population where the results would be most visible.

Methods and procedures

In order to answer my thesis question, I used both qualitative and quantitative research methods, including classroom observations and teacher and student questionnaires.

These research methods are designed based on the research methods used by Tang (2002) and Schweers (2003) to conduct their studies on the use of the students' first language in the English classroom in the Chinese and Puerto Rican (Spanish) EFL contexts. However, due to the difference between my research question and Tang and Schweers' research question, I changed the strategy for the classroom observations. That is, the instrument I used to collect the classroom observations data includes details or evidence about the effectiveness of the lesson, which will be measured through observing the students' comprehension of the lesson when the teacher addresses them exclusively in the target language, English. The teacher's implementation time, the students' practice time and the quality of practice were also observed

Classroom observations

Six (6) classes of 7th grade students (of about 50 minutes in length) were observed. In order to collect the classroom observations data, I used a tally sheet organized in three (3) parts (see Appendix 2.1).

The first part of the tally sheet concerns the following occasions or instances of the lesson when teacher might use the students' common language (Creole/Portuguese) in the English classroom:

- | | |
|---|--|
| • To define new vocabulary items (e.g., some abstract words) | • To elicit language |
| • To explain complex grammar points | • To develop circumlocution strategies |
| • To give instructions | • To check for comprehension |
| • To introduce new material | • To check for sense |
| • To summarise material already covered | • To discuss class methodology |
| • To practice the use of some phrases or expressions (e.g., doing translations exercises) | • To give announcements |
| | • To solve discipline problem |

The frequency of the teacher's use of the students' common language in each particular occasions of each lesson was recorded in this part of the tally sheet.

The occasions or instances of the lesson were chosen based on David Atkinson's (1987) suggestion for the use of the students' L1 in the EFL classroom, the two studies conducted by Tang (2002) and Schweers (2003) on the use of the students' first

language in the English classroom in the Chinese and Spanish EFL contexts, the language teaching methodologies that agree on the use of the students' first language in certain occasions of the EFL classroom, and on the different authors' opinions, such as Harmer (2003) and Auerback (1993), on the occasional use the students' first language in the EFL classroom. The opinions of authors such as Krashen (1989) and Harbord (1992), who are against the teacher's use of the students' mother tongue in the English classroom, were also taken into consideration. I wanted to represent all of the differing opinions concerning the use of the student's mother tongue in my observation.

The second part of the Tally sheet concerns the students' comprehension of the lesson when the teacher addresses them exclusively in the target language, English. The following questions which will be answered in details will be used as evidence of the students' comprehension of the lesson:

- How many students performed task incorrectly? Or not at all?
- How many times does the teacher address questions to individual students in English and gets incorrect responses? Or no responses?
- Are moments of the lesson when most students seem to feel confused or lost?
- Do the students ask each other, in their common language, to translate what the teacher has said in English?

The third part of the tally sheet concerns the teacher's implementation time, the students' practice time and the quality of practice. The following questions will be used as indicators/evidence to test these issues:

- Is there an adequate practice time? (Does the teacher takes more time in presenting the information/input than the time he/she provides students to practice the taught item?)
- Does practice demonstrate that the students comprehended the lesson?
- Does the teacher finish the lesson on time?

The objective of these questions is to see if there is any relationship between the teacher's use of the students' first language on students' comprehension, teacher's implementation time and on the students' practice time/exposure to English. My interest in looking at the timing aspect of the lesson came from my literature review, especially from the results of Tang's study, concerning the teacher interview. One of the teachers interviewed responded that limited class time is the primary reason for his use of the students' first language in the classroom. And reacting to the criticism that the

teacher's use of the students' first language limit the students' exposure to English, he stated that in fact it is the contrary. Tang (2002) concludes that when a teacher makes judicious use of the students' first language, instead of many explanations in English; he/she saves time for other classroom activities (p.39).

In order to obtain more credible results, all the teachers selected their class with the best overall English comprehension to be observed. To obtain more authentic classroom data, the teacher and the students were not informed of the observation purpose beforehand. After the classroom observations, they were informed about the purpose of the evaluation and given the questionnaires to complete.

From these classroom observations I hoped to learn if it is appropriate to use Creole/Portuguese in 7th grade English classroom in Cape Verde. If so, in which occasions are these uses of the common language more useful so that teacher can create an effective lesson.

Questionnaires

After the classroom observations, I distributed the questionnaires to the teachers and students who had been observed. The teachers were given questionnaires in English (see Appendix 2.2) and the students in Portuguese (see Appendix 2.4) because of the students' lower level of proficiency in English. The teachers were told that their responses on the questionnaire should relate to 7th grade learners.

The questionnaires focused on the teachers and the students' opinions toward the use of Creole/Portuguese in Capeverdean English classrooms, the various occasions of the lesson when they think Creole/Portuguese should be used, and the perceived effectiveness of the use of these languages in their English classroom. Both teacher and student questionnaires are very similar to the questionnaires used by Tang (2002) and Schweers (2003) to conduct their studies on the use of the students' first language in Chinese and Spanish speaking Puerto Rican EFL contexts respectively. However, there are some differences between the questionnaires used in my research and those used by Tang and Schweers.

The following differences can be seen between my questionnaires and those used by Tang and Schweers: first, in my questionnaires there are more occasions for the use of the students' language because I wanted to incorporate all the theories discussed in the literature review (see Appendix 2.2 and 2.3).

Second, while in my questionnaires I addressed the two following questions "How often do you think Creole/Portuguese should be used in the English classroom?

And what percentage of the class time do you think Creole/Portuguese should be used in the English classroom?” to both students and teachers. Tang, referring to the use of Chinese in the English classroom, addressed these two questions only to students. And Schweers, referring to the use of Spanish in the English classroom, addressed the 1st only to teachers and the 2nd only to students. I addressed these two questions to both students and teachers in order to be able to compare the results of the questionnaires with the results of the classroom observations. That is, to compare the opinions of teachers with what actually happens in practice.

I added an extra question (# 6) to the teacher questionnaire about the type (s) of teaching methodology (ies) that they use to teach their lessons. The answer to this question would should show the relationship between their actual methods of teaching and their opinions about the use of Creole/Portuguese in their English classroom.

I also added an extra question to the student questionnaire, “*Why are you studying English?*” I wanted to determine with this question if there are external factors related to motivation that may influence Capeverdean students’ attitude toward the use of the mother tongue in the English classroom. The comparison between Schweers and Tangs’ studies indicated that motivation to study a language is related to students’ opinion of the use of the mother tongue. The students’ in Schweers study were not motivated to learn English because it was required for political reasons associated with Puerto Rico’s status as a “territory” of the United States. The students in Tang study were motivated to learn English because of the future opportunities it offered. Schweers’ students were more in favour of the use of the mother tongue than Tang’s students and possibly these opinions are related to their motivation. Therefore, I wanted to see if the reasons Capeverdean students provide to this question are related to their opinions of the use of the mother tongue.

The data and the analysis of the data collected from the classroom observations and from both teacher and student questionnaires will be presented in the next chapter.

IV. RESULTS & ANALYSIS

A) Classroom observation results – Teachers’ use of Common Language

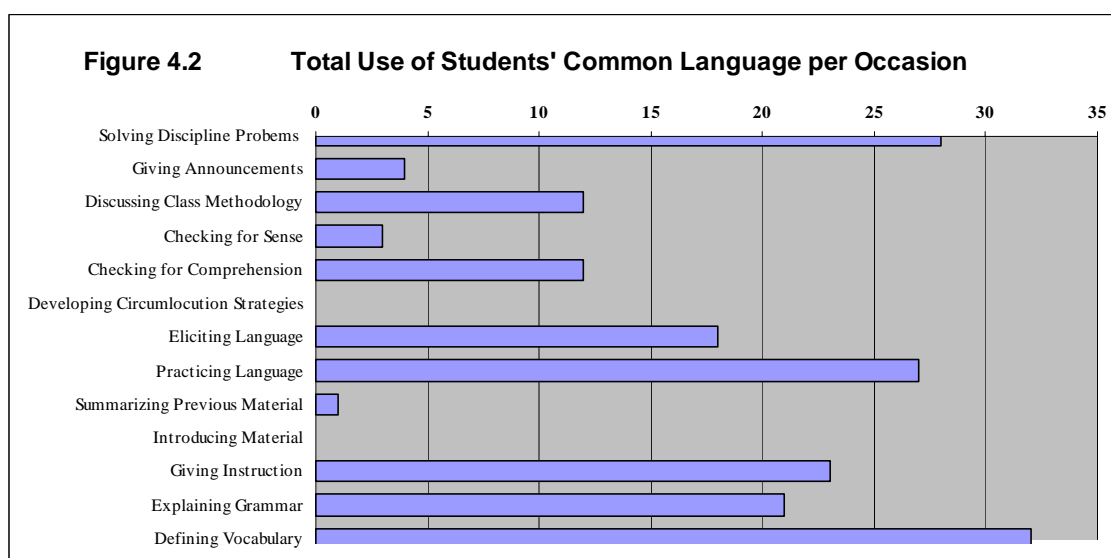
The students’ common language Creole/ Portuguese was used by the six (6) teachers in the following occasions: to define some new vocabulary items, to explain complex grammar points, to give instructions, to summarize material already covered, to practice the use of some phrases or expressions, to elicit language, to check for comprehension, to check for sense, to discuss class methodology, to give announcement and to solve discipline problems. The following Table 4.1 displays the instances and the amount of the teachers’ use of the students’ common language in the 7th grade Capeverdean English classrooms observed.

Figure 4.1 Frequency and Occasions of Teachers’ use of the Common Language

| | Teacher 1 | Teacher 2 | Teacher 3 | Teacher 4 | Teacher 5 | Teacher 6 |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Vocabulary | 1 | 8 | 1 | 8 | 12 | 2 |
| Complex Grammar | 1 | 0 | 1 | 7 | 8 | 4 |
| Giving instruction | 0 | 10 | 0 | 3 | 7 | 3 |
| New Material | 0 | 0 | 0 | 0 | 0 | 0 |
| Summarizing | 0 | 1 | 0 | 0 | 0 | 0 |
| Practicing Phrases/Expressions | 2 | 1 | 1 | 5 | 10 | 8 |
| Eliciting language | 1 | 3 | 0 | 2 | 6 | 6 |
| Circumlocution Strategies | 0 | 0 | 0 | 0 | 0 | 0 |
| Comprehension Check | 1 | 2 | 2 | 2 | 4 | 1 |
| Checking for sense | 0 | 0 | 0 | 1 | 2 | 0 |
| Discussion Method. | 2 | 5 | 0 | 1 | 3 | 1 |
| Announcements | 3 | 0 | 1 | 0 | 0 | 0 |
| Discipline | 1 | 14 | 1 | 3 | 8 | 1 |
| Common language index | 12 | 44 | 7 | 32 | 60 | 26 |

The five (5) greatest uses of Creole/Portuguese was to define some new vocabulary items (32 times), to solve discipline problems (28 times) and to practice the use of some phases/expressions (27 times), to give instructions (23 times) and to explain

complex grammar points (21 times). And teacher 5 (60 times), teacher 2 (44 times), and teacher 4 (32 times) were the ones who used the greatest amount of the students' common language in the classroom. The students' common language (Portuguese/Creole) was least used to summarize material already covered (1 time), to check for sense (3 times) and to give announcements (4 times). And it was never used to introduce new material or to develop circumlocution strategies. The following Figure 4.2 shows the total use of the students' common language per occasion.



Individual classroom observation results

The classroom observation results will be presented for each individual teacher and class observed. Firstly, I will present the results of the teacher's use of the students' common language (Creole/Portuguese) in each observed lesson and the amount of its use in each particular occasion of the lesson. And Second, I will present, in a table, the results of the effectiveness of each observed lesson, concerned students' comprehension of the lesson, teacher's implementation time, and students' practice time. The results of the quality of students' practice will also be presented.

In order to analyse the results of the classroom observation, each class will be assigned a *comprehension index* and a *common language index*. The comprehension index will be assigned according to the number of times students did not comprehend the lesson when the teacher addressed them exclusively in English. Thus, the lower the number of the comprehension index, the higher the comprehension. The common language index will be assigned according to the number of times each teacher used the students' common language. These indices, in conjunction with students' practice time and whether or not the teachers finished the lesson, will be used to identify the most and

the least effective lessons. Finally, those lessons will be analysed according to the occasions when the students' common language was used in order to identify the most effective uses of the students' common language in the 7th grade Capeverdean English classroom.

The reader can refer back to each observed classroom results, labelled Teachers 1 through Teacher 6, concerning the specific occasions and the amount of the students' common language (Creole/Portuguese). It is important for the reader to be aware that each class is complex and that there are other factors beside the use of the students' language that might influence the effectiveness of the lesson. Therefore, each class should be seen as a whole.

Teacher 1-Classroom Observation Results

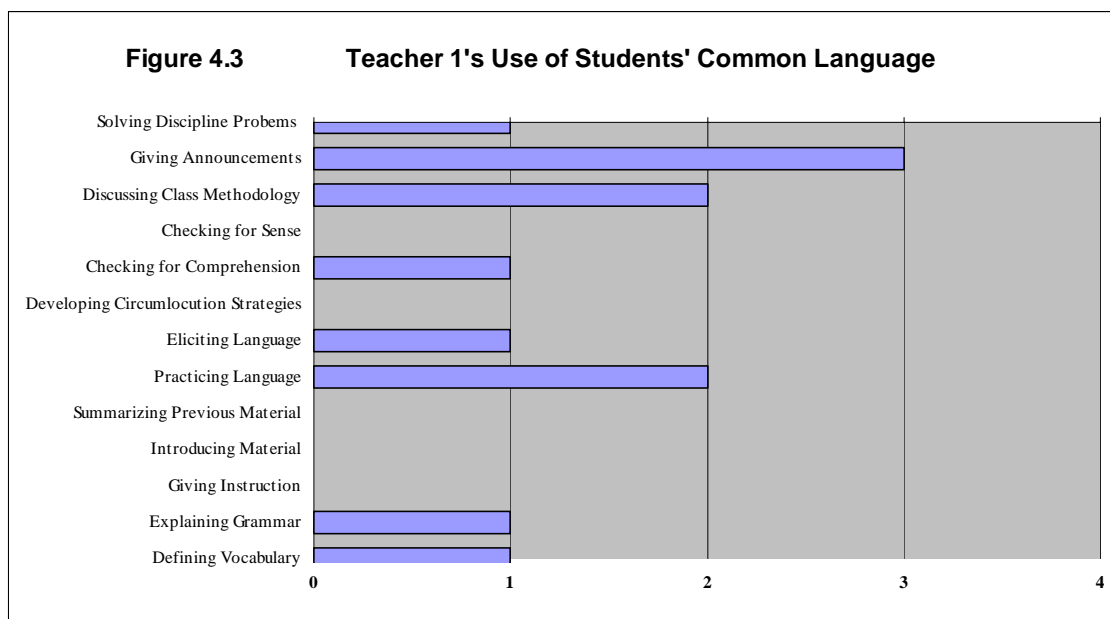


Figure 4.4 Effectiveness of Teacher 1's Lesson

| | |
|--|--|
| Accuracy of students' response | From the 3 students who went to the board to correct the homework, 2 performed it incorrectly. And 1 student did not perform the task at all. Teacher addressed individual questions in English to students and got incorrect responses from four (4) students and no responses from two (2) students. |
| General comprehension | After the correction of the homework, most students seemed to feel confused and they told the teacher that they had not understood the homework correction. |
| Students' use of their common language | Two (2) students asked their colleagues to translate what the teacher had said into their common language, when the teacher addressed questions to them in English. Students also translated to each other without being asked to do so. This is when they saw that their colleagues did not understand what the teacher has said or asked in English. |
| Teacher' implementation time | The lesson did not finish on time. |
| Students' practice time | Students had only 4 minutes of practice. |

Common Language Index: 12

Comprehension Index: 12

Teacher 2-Classroom Observation Results

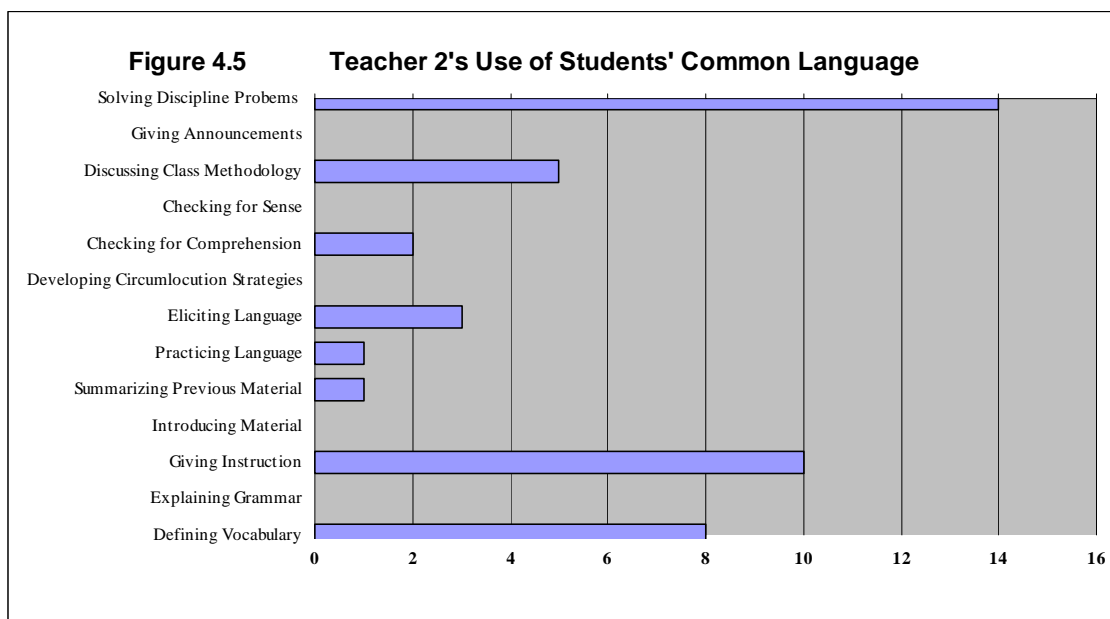


Figure 4.6 Effectiveness of Teacher 2's Lesson

| | |
|--|---|
| Accuracy of students' responses | No students performed the task incorrectly or not at all. Rather, they did very well on the tasks the teacher gave them. The teacher addressed several oral questions in English about daily routines to individual students and got only one (1) incorrect response. |
| General comprehension | There was not any moment of the lesson when students seemed to feel lost or confused. |
| Students' use of their common language | No student asked his/her colleagues to translate what the teacher had said, because whenever the teacher noticed that the students were not following him, he resorted to students' language to keep them "on track" and he succeed. |
| Teacher' implementation time | The lesson finished 1 minute early. |
| Students' practice time | Students were engaged in three (3) different tasks which were about 30 minutes of the class time. |
| Quality of practice | The practice showed that the students comprehended the lesson fairly well, since they were able to relate what they had practice with their reality. For example after filling the exercise about someone else's daily routine, they could talk about their own daily routine in English. |

Common language index: 44

Comprehension index: 1

Teacher 3-Classroom Observation Results

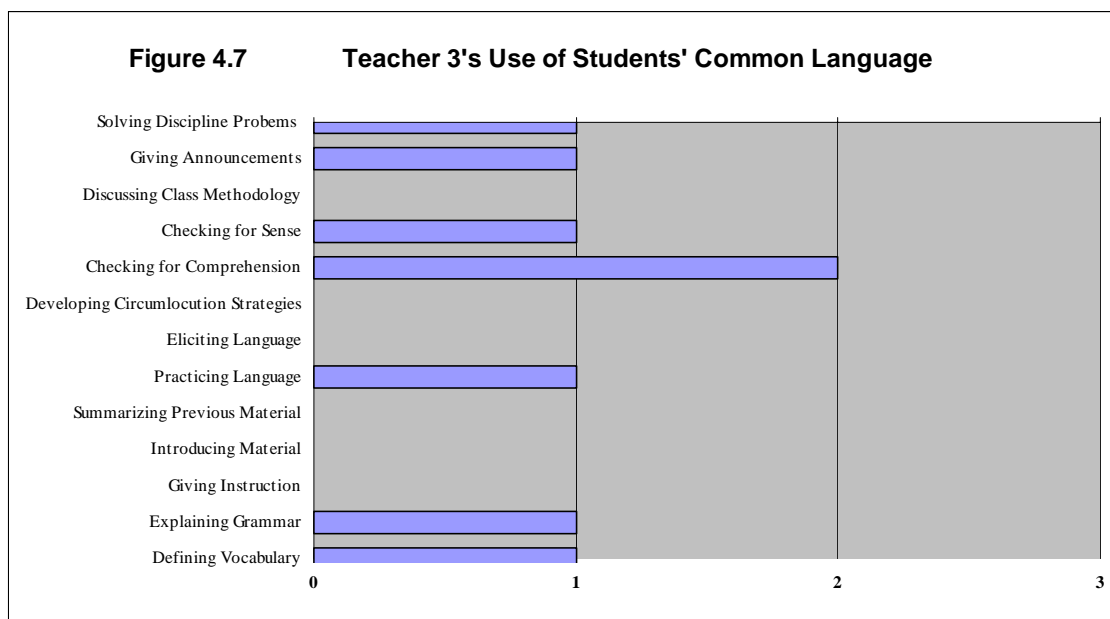


Figure 4.8 Effectiveness of Teacher 3's Lesson

| | |
|--|--|
| Accuracy of students' response | 3 students performed the task incorrectly and (1) did not perform the task at all. Teacher addressed questions in English to individual students and got 4 incorrect responses. |
| General comprehension | Most students seemed to feel confused after 3 examples of sentences in English given by the teacher with the verb have in affirmative form . They did not know the meaning of some words/ expressions (flat, pet, pen pal) in the sentences. |
| Students' use of their common language | Students asked the teacher, in their common language, 3 times to translate the words he has used in the sentences into their common language. |
| Teacher's implementation time | The teacher finished The lesson 5 minutes early, *but it should be noted that the lesson plan was rather short for a 50 minute class. |
| Students' practice time | Students had 22 minutes of practice. |
| Quality of practice | Although the students had a reasonable amount of time to practice the taught item, their practice did not show that they comprehended the lesson. This is because the majority of them were not able to form their own sentences without taking the teacher's sentences on the exercise as reference. That is, to form new sentences they only changed the subjects in the sentences the teacher had already given them. |

Common language index: 7

Comprehension index: 14

**The external factor concerning the simplicity of this lesson will be addressed in the analysis.*

Teacher 4-Classroom Observation Results

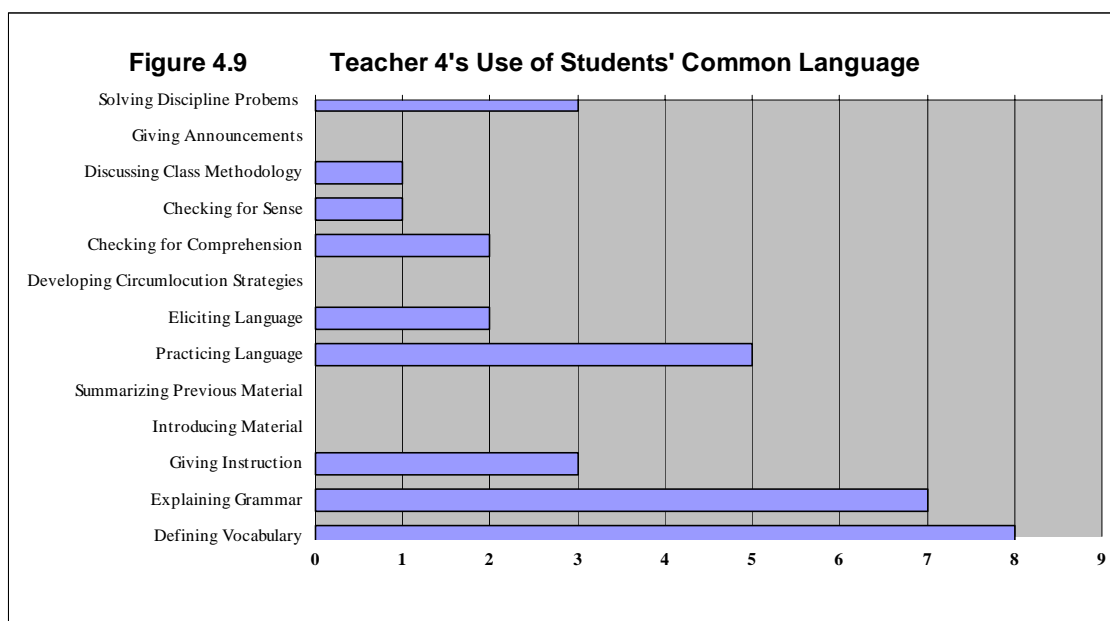


Figure 4.10 Effectiveness of Teacher 4's Lesson

| | |
|--|--|
| Accuracy of students' response | 1 student performed the task incorrectly by putting the words in the wrong order (I like don't fish). 15 students performed the task correctly. Whenever the teacher addressed questions in English to individual students, he got correct responses from them. Students also raised their hands to answer questions without being asked. |
| General comprehension | During the lesson itself, there was not any moment when students seemed to feel lost. However, before the lesson started, the teacher asked a student in English to go and borrow a piece of chalk in a neighbour class and he did not understand the teacher's request. |
| Students' use of their common language | The student who had not understood the teacher's request asked his colleagues to translate what the teacher has said. |
| Teacher's implementation time | The teacher finished the lesson on time. |
| Students' practice time | The practice time was about 30 minutes of the class time. |
| Quality of practice | The practice showed that the students' comprehended the lesson very well. The students were able to relate what they had learned with their reality, by expressing their likes and dislikes. |

Common language index: 32

Comprehension index: 2

Teacher 5-Classroom Observation Results

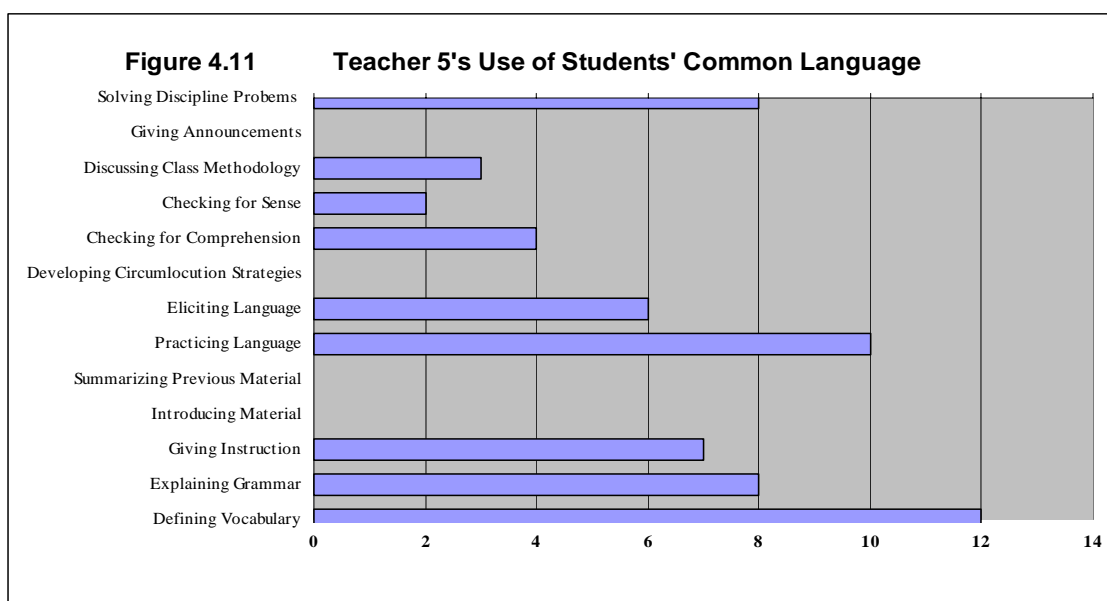


Figure 4.12 Effectiveness of Teacher 5's Lesson

| | |
|--|--|
| Accuracy of students' response | 1 student performed the task incorrectly. He misspelled the gerund of to be by writing bing . Teacher asked several oral questions in English to students, and got correct response from most of them. He only got incorrect responses from 1 student and no response from 1 as well. |
| General comprehension | The students did not seem to feel lost at any moment of the lesson. |
| Students' use of their common language | No Students asked their colleagues to translate what the teacher has said. |
| Teacher' implementation time | The lesson finished on time. |
| Students' practice time | Students had about 28 minutes to practice, including the corrections. |
| Quality of practice | The students' practice showed that they comprehended the lesson very well, since they were able to describe what was happening around them in real life communication using the present continuous. |

Common language index: 60

Comprehension index: 3

Teacher 6-Classroom Observation Results

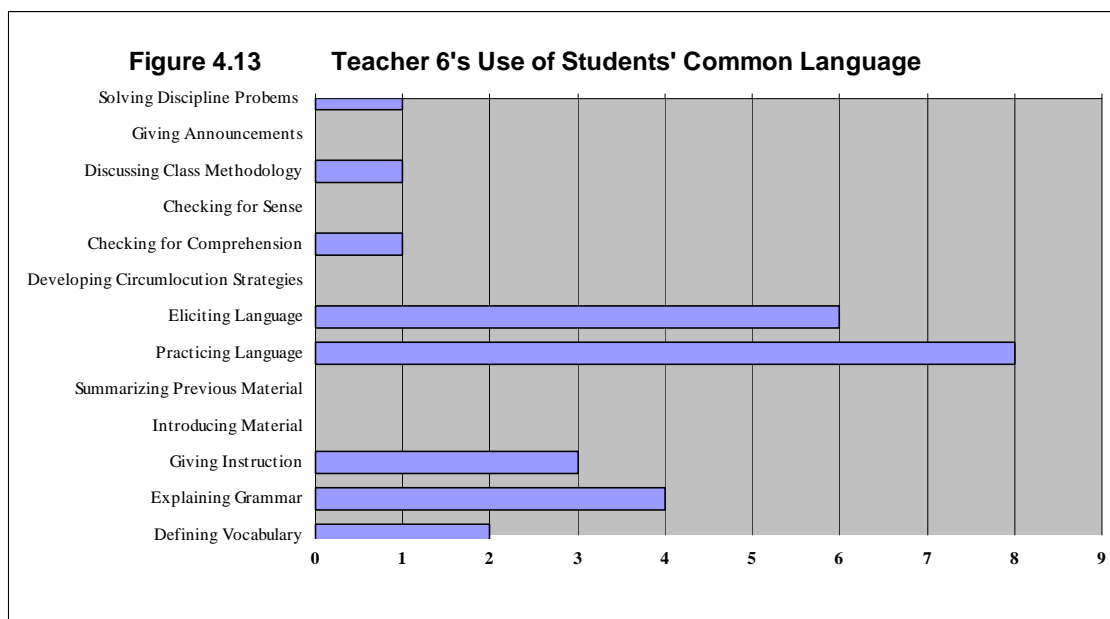


Figure 4.14 Effectiveness of Teacher 6's Lesson

| | |
|--|---|
| Accuracy of students' responses | 2 students had problems with the pronunciation of verb + ing . Teacher addressed questions in English to 4 individual students and got incorrect response from 2 of them. |
| General comprehension | Students seemed to feel lost only once during the lesson, when the teacher gave them instruction in English for one of the exercises. They did not know the meaning of the word "underline" in the teacher's instruction. Teacher tried to give an English explanation of the word "underline" by drawing a line on the board to demonstrate the meaning of the word but he did not succeed. And after this, he resorted to the students' common language to say meaning of the word "underline". |
| Students' use of their common language | Students asked the teacher to translate the word underline so that they could understand the instruction. |
| Teacher's implementation time | The Teacher finished the lesson 1 minute late. |
| Students' practice time | Students had 28 minutes of practice. |
| Quality of practice | The practice showed that the students comprehended the lesson well, because the great majority of them were able to complete the task and to answer oral questions using the present continuous. |

Common language index: 26

Comprehension index: 6

Analysis of the classroom observation results, concerned the effectiveness of the lesson

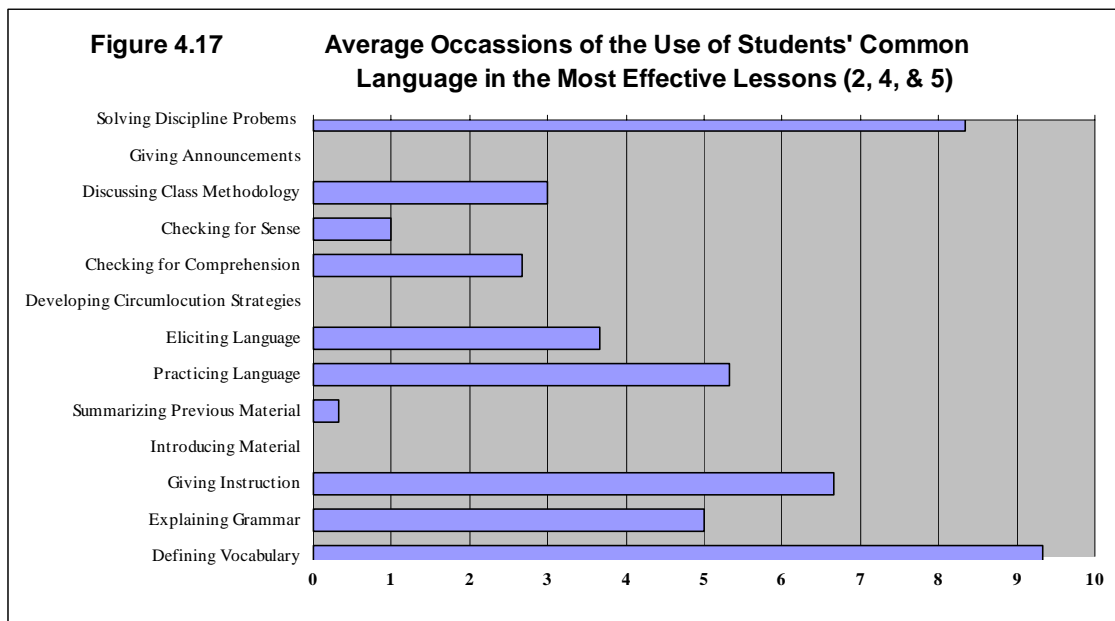
Figure 4.16 shows the relationship between the teacher's use of the students' common language and the effectiveness of the lesson, concerning, **students' comprehension, students' practice time and the teacher' implementation time**

Figure 4.16 Common Language Use & Lesson Effectiveness

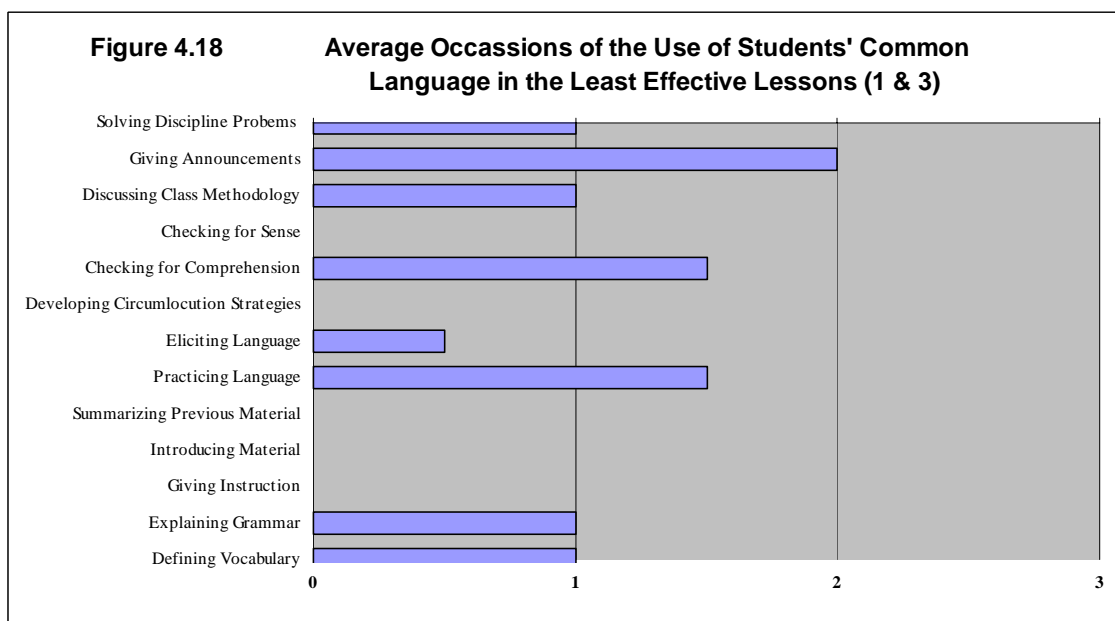
| Teacher | Common language index | Comprehension index | Students' practice time | Did the Teacher finish on time? |
|-----------|-----------------------|---------------------|-------------------------|---------------------------------|
| Teacher 1 | 12 | 12 | 4 minutes | NO |
| Teacher 2 | 44 | 1 | 30 minutes | YES |
| Teacher 3 | 7 | 14 | 22 minutes | YES |
| Teacher 4 | 32 | 2 | 30 minutes | YES |
| Teacher 5 | 60 | 3 | 28 minutes | YES |
| Teacher 6 | 26 | 6 | 28 minutes | NO |

Based on the use of the students' comprehension index, students' practice time and teacher's' implementation time to measure the effectiveness of the lessons observed, the results show that the most effective lessons were conducted by teachers 2, 4 and 5 respectively. That is, the students had the lowest comprehension index, the highest practice time and all the 3 teachers finished the lessons on time. The grey areas in Figure 4.16 above indicate elements of the lesson that were effective according to their respective categories. The red text in Figure 4.16 indicates elements of the lessons that were particularly ineffective.

Figure 4.17 below shows the average of the uses of the students' common language in the most effective lessons (2, 4, and 5). These teachers used the students' common language the most to define new vocabulary and to solve discipline problems, and average of 9.3 and 8.3 times respectively. The next group of occasion where the use of the common language was effective was in giving instructions, practicing the use of some phrases and expressions, and explaining complex grammar points, with averages of 6.7, 5.3, and 5 respectively. To a lesser degree, when eliciting language, discussing methodology, and checking for comprehension, 3.7, 3, and 2.7 respectively.



As shown in Figure 4.16 above, the two lessons with the lowest Comprehension Index were Teachers 1 and 3. Teacher 1's lesson overall was the least effective. He has a high Comprehension Index, only 4 minutes of practice, and did not finish the lesson on time. Teacher 3 had the highest Comprehension Index, 22 minutes of practice, and although he finished on time, the quality of the practice was poor (see Figure 4.8 above for a description of Teacher 3's lesson). Figure 4.18 below shows an average of the instances when Teachers 1 and 3 used the common language. In general, the use of the common language is much lower than the teachers' with effective lessons.



Those occasions shown most effective (to define new vocabulary and to solve discipline problems) were used on average only once for both occasions. Those instances shown moderately effective, (giving instructions, practicing the use of some phrases and expressions, and explaining complex grammar points), were used 0, 1.5, and 1 time respectively.

The following Figure 4.19 shows a comparison between the most and the least effective classes.

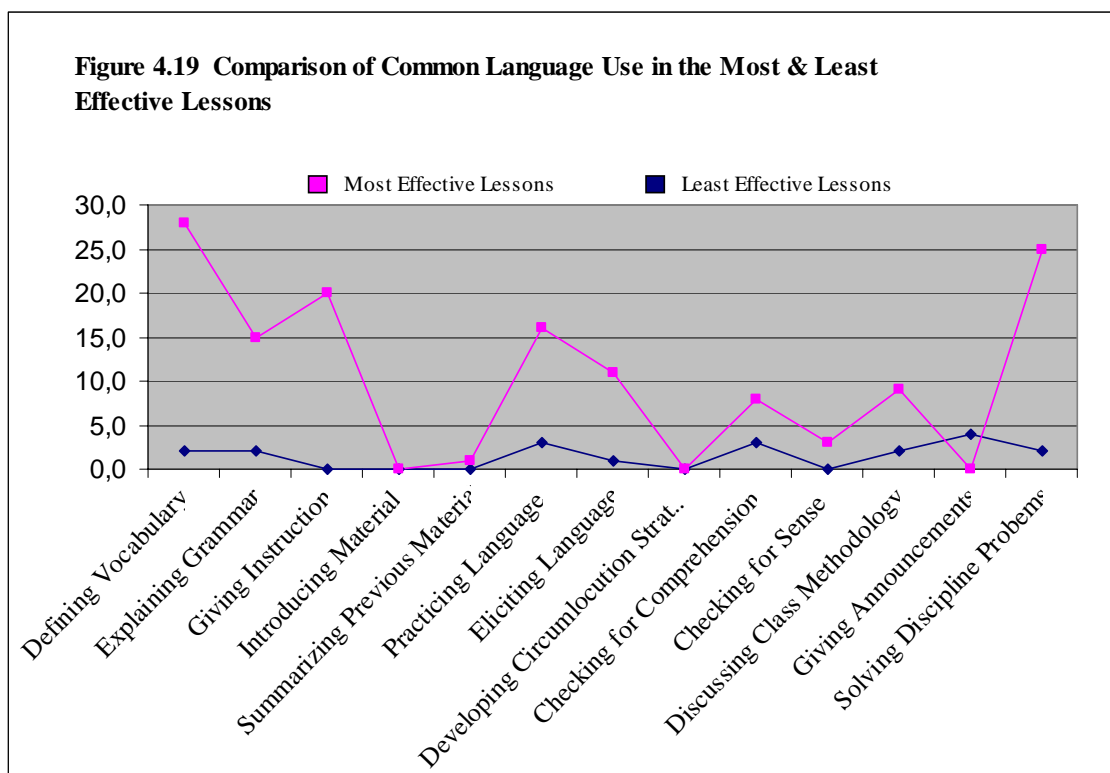


Figure 4.19 clearly shows that there is a large discrepancy between the least and most effective lessons concerning defining vocabulary items, explaining grammar, giving instructions, practicing language, eliciting language and solving discipline problems. It is more than interesting that these six occasions where the least effective and most effective lessons differ most greatly are the top six instances most used in the effective lessons.

Questionnaires results

As explained in my methodology of research, the questionnaires were distributed to students and teachers (the teachers of the student participants and other teachers). Of the 180 questionnaires distributed to students, 136 were returned. Of the 20 given to teachers, 10 were returned. The findings are presented in the following Table 4.20 and then explained in details. (Note: where the participants could choose more than one answer to a question (items 3 and 4), totals add up to more than 100 percent).

Figure 4.20 Results of Teacher and Student Questionnaires

| | | |
|---|----------|----------|
| 1. Should Creole/Portuguese be used in the English classroom? Students: yes 77.4% No 22.6% Teachers: yes 100% % No 0% | | |
| 2. Do you like your teacher to use Creole/Portuguese in the classroom? (students only) Not at all 3.7% sometimes 62.2% A little 23% a lot 11.1% | | |
| 3. When do you think it is necessary to use Creole/ Portuguese in the English classroom? | | |
| | Students | Teachers |
| a. to define some new vocabulary items | 79% | 90% |
| b. to explain complex grammar points | 55.2% | 70% |
| c. to give instructions | 68.4 % | 20% |
| d. to introduce new material | 62.5% | 20% |
| e. to summarize material already covered | 30.1% | 20% |
| f. to practice the use of some phrases and expressions | 47% | 60% |
| g .to elicit students | 58% | 20% |
| h. to develop circumlocution strategies | 64% | 70% |
| i. to check for comprehension | 54.4% | 20% |
| j. to check for sense | 60.3% | 20% |
| k .to discuss class methodology | 27.2% | 20% |
| l. to give announcement | 56% | 60% |
| m. to solve discipline problems | 43.4% | 100% |
| n. other, please specify | 3% | 30% |

4. If you think the use of Creole/Portuguese is necessary in the classroom, why?

students

- a. It helps me to understand the difficult concepts better 87.5%
- b. It helps me to understand the new vocabulary items better 68.4%
- c. It helps me to feel more comfortable and less stressed 34.6%
- d. I feel less lost 70.6%
- e. Other, please specify 4.41%

Teachers

- a. It aids students' comprehension greatly 90%
- b. It is less timing consuming 30%
- c. It is more effective than using English exclusively 20%
- d. other, please specify 0%

5. Do you think that the use of Creole/Portuguese helps you learn English? (students only)

No 10% A little 30.3% very much 32.6% a lot 27.1%

6. How often do you think Creole/Portuguese should be used in the English classroom?

| | Students | Teachers |
|-------------------|----------|----------|
| Never | 1% | 0% |
| Very rarely | 6% | 30% |
| Sometimes | 73% | 60% |
| Fairly frequently | 20% | 10% |

7. What percentage of class time do you think Creole/ Portuguese should be used?

| Time | Students | Teachers |
|------|----------|----------|
| 5% | 4.8% | 20% |
| 10% | 24% | 30% |
| 20% | 22.2% | 20% |
| 30% | 12% | 20% |
| 40% | 13.5% | 0% |
| 50% | 13.5% | 0% |
| 60% | 4% | 0% |
| 70% | 1% | 0% |
| 80% | 3.2% | 0% |
| 90% | 2.4% | 0% |

8. What type (s) of language teaching methodology (ies)/Approach (es) do you mostly use when teaching your lesson? (teachers only)

Grammar-translation method 40% Direct method 0%
 Communicative language teaching 100% Other, please specify 20%

9. Why are you studying English? (students only)

Because it is imposed by the Ministry of Education 8%
 Because of my future Academic and professional life 82%
 Other, please specify 24.4%

Student questionnaire results

Table 4.20 shows that the majority of the students who participated in this study (77.4%) think that Creole/Portuguese should be used in the English classroom. More than half of the students (62.2%) think their teachers should use Creole/Portuguese “sometimes” in the classroom.

According to students, the use of Creole/Portuguese is most necessary to define some new vocabulary items (e.g. some abstract words) (79%), to give instructions (68.4%), to develop circumlocution strategies (64%), to introduce new material (62.5%), to check for sense (60.3%), and to practice the use of some phrases and expressions (58%). Only a few students chose the open ended “other”, indicating that their common language could be used to give students advice and to ask students about their emotional state.

In explaining why they think the use of Creole/Portuguese is necessary in the English classroom, the majority of the student participants (87.5%) indicated that it helps them to understand the difficult concepts better, followed by 70.6% who think that it helps them to feel less lost in the classroom. However, only 34.6% feel that it helps them to feel more comfortable and less stressed.

The students who chose the open-ended “other” option for why it is necessary to use Creole/Portuguese in the English classroom, indicated that it is necessary to use Creole/Portuguese in the English classroom because of the following reasons: it helps them to learn more quickly, to be good at English, to participate more in class, to like English more, to understand the English subject more and to feel free to come up with all their doubts.

Concerning the students’ perceived effectiveness of the use of Creole/Portuguese in their English classroom, 32.6% of the student participants felt that the use of Creole /Portuguese helps them **“very much”** to learn English, 30.3% felt that it helps them **“a little”**, 27% felt that it helps them **“a lot”** to learn English and only 10% indicated that **it does not help them to learn English.**

Regarding how much time Creole/Portuguese should be used in a class, 90% of the student participants answered that the amount of Creole/Portuguese should range from 5% to 50% of class time. And 10% answered that it should range from 60% to 90% of the class time.

Regarding the question “why are you studying English”, in order to determine their level of motivation toward learning English in Cape Verde, the majority of the student participants (81.9%) indicated that they are studying English because of their future academic and/or professional life. That is, because they want to have a good job and have a good condition of life in the future, or because they will need English for future academic purposes. Only 8% of the students indicated that they are studying English because it is an imposition of the Ministry of Education. (Note: more than 1 answer could be chosen to this question, that is why, the total adds up to more than 100%).

A considerable number of students (24.4%) presented other reasons for studying English. The following is a representative set of different answers to this question.

- “I am studying English because with the knowledge of the English language I can build relationships with English native speakers”;
- “ ...Because I like English a lot”;
- “ ... Because I want to be able to communicate in English”;
- “...Because English is the most important language nowadays”;
- “... To know more languages”;
- “...To learn a new language”;
- “...Because it is a very interesting language”;
- “...Because English is easy to be learned”;
- “...Because I want to know a new language, which enable me to know new cultures and new people”;
- “...Because I want to learn this language”;
- “...Because all members of my family can speak English, and want to be able to speak English as well”;
- “...Because only English will be helpful for me if I go to a country where Creole and Portuguese are not understood”;
- “...Because English is the most spread language in the world, the best books are written in English. So if you learn English, your life will be easier”.

Teacher questionnaire results

Table 4.20 shows that all the participating teachers (100%) responded “yes” to the question if Creole/Portuguese should be used in the English classroom.

According to teachers, the use of Creole/Portuguese in the English classroom is most necessary to solve discipline problems (100%), to define some new vocabulary items (90%), to explain complex grammar points (70%), to develop circumlocution strategies (70%) and to give announcements (60%).

Concerning the open-ended “other” for when teachers think it is necessary to use the students’ common language (Creole/Portuguese) in the English classroom, a few teachers indicated that Creole/Portuguese could be used to play and joke with students, to tell stories, to motivate and assure the students.

Concerning why the use of Creole/Portuguese is necessary in the English classroom, teachers answered “because it aids students’ comprehension greatly” (90%), “it is less time consuming”(30%), “it is more effective than using English exclusively” (20%). None of the participating teachers answered to the open-ended question “other” for why they think it is necessary to use Creole/Portuguese in the English classroom.

Regarding the frequency of time they think Creole/Portuguese should be used in the classroom, more than half of the teachers (60%) think that Creole/Portuguese should be used in the classroom “sometimes”.

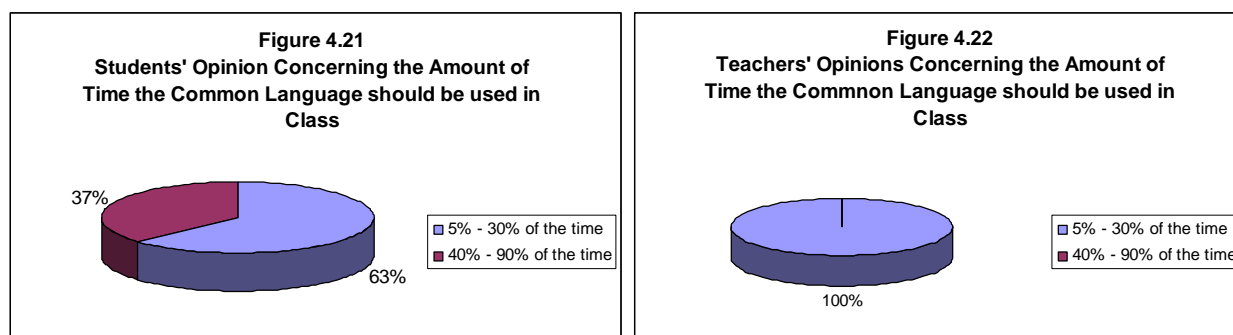
Concerning how much time Creole/Portuguese should be used in the class, half of the participants (50%) answered that the amount of Creole/Portuguese should range from 5 to 10 percent of class time, 40% answered that it should range from 20 to 30 percent of class time and only 10% agreed that it should be 70% of class time.

Concerning the question “what type(s) of language teaching methodology (ies)/approach (es) do you mostly use to teach your lessons?”, All of the teacher participants in this study (100%) responded that the type of language teaching methodology/approach they mostly use to teach their lessons is **Communicative Language Teaching**, followed by 40% who responded that they use **Grammar-Translation Method**. Only 20% responded that they use both **Communicative Language Teaching** and **Grammar-Translation Method**.

Analysis of the questionnaire results

The results of the questionnaires show that the majority of the students (77.4%) and all the teachers who participated in this study think that Creole/Portuguese should be used in the English classroom. Both students and teachers feel that the limited use of the students' common language (Creole/Portuguese) in the English classroom has a positive impact on the effectiveness of the lesson, especially on the students' understanding of the difficult concepts and their comprehension of the lesson in general.

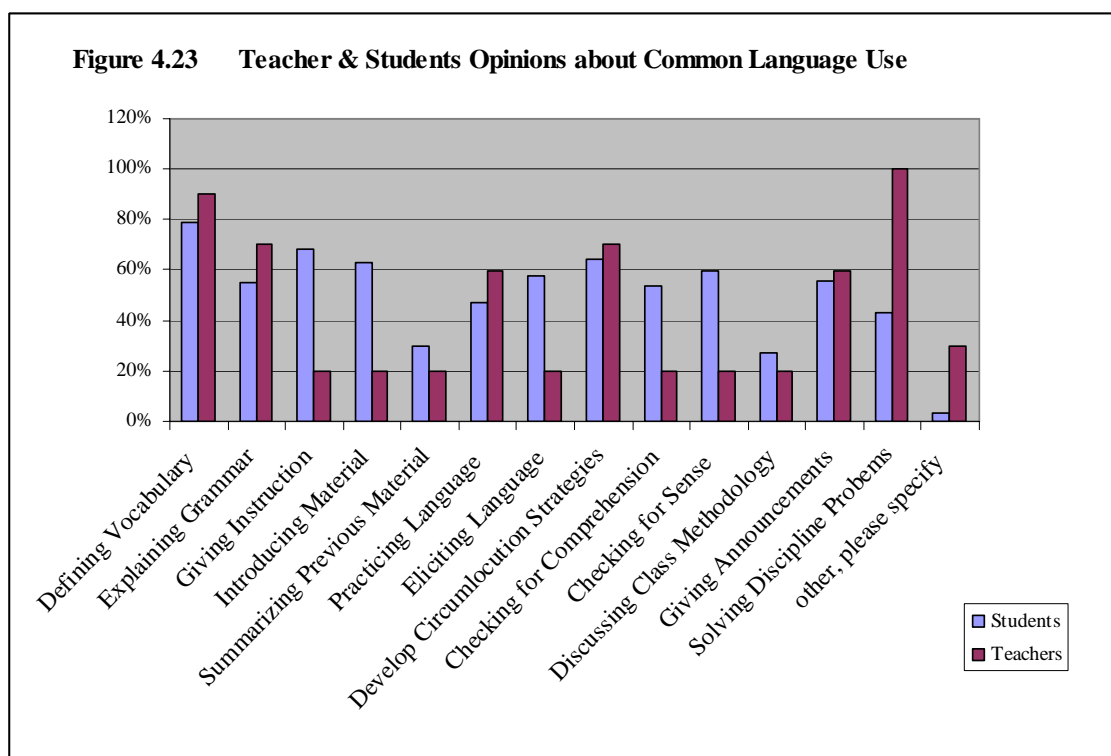
However, students and teachers participating in this study do not have the same opinion concerning the amount of the students' common language that should be used in the classroom. The following Figure 4.21 and 4.22 show the percentage of class time students and teachers think Creole/Portuguese should be used in the classroom.



Although both the majority of the students and the teachers participating in this study agree that the suitable amount of Creole/Portuguese in the English classroom should range from 5% to 30% of class time, a considerable number of students (37%) agree that the usage of Creole/Portuguese should range from 40% to 90% of class time, while none of the participating teachers (0%) agree with this amount.

The reason for this partial disagreement between the teachers and the students, concerning the amount of Creole/Portuguese use in the English classroom, might be because teachers know that the use of a language other than English in the English classroom should be limited. They might know that students must have as much exposure to English as possible, that teachers should promote the use of English in the English classroom and that the teacher talking time has an important part to play in language acquisition. On the other hand, those students who feel the common language should be used between 40% and 90% of the time may feel this way because they do not have the same pedagogical knowledge as their teachers concerning the importance of the use of the target language.

The following Figure 4.23 represents the students and teachers' opinions on the occasions in which they think it is most necessary to use the students' common language.



I compared the occasions identified as the most effective from the classroom observation with teacher and students' opinion about those occasions. I notice that both teachers and students are aware that it is necessary to use the students' common language to define vocabulary items, to explain complex grammar points and to practice the use of some phrases and expressions. The percentages are demonstrated in Figure 4.24.

Figure 4.24

| | Students | Teachers |
|---------------------------------|----------|----------|
| Vocabulary Items | 79% | 90% |
| Grammar Points | 55.2% | 70% |
| Practice of phrases/expressions | 47% | 60% |

The classroom observation results showed that solving discipline problems is one of the most useful occasions to use the students' common language. However, only the teachers seem to be aware of this, 100%. In contrast, only 43.4% of students feel the common language is useful for discipline. This may be because the teacher is aware of

his role in the classroom and he might know that it is more effective to use the students' language to keep order than another language.

Students are more aware than teachers of the effectiveness of the use of the common language in giving instructions and eliciting language. See Figure 4.25 below. This is interesting because it is the teachers who should be aware of the effectiveness of the common language in specific instances of the lesson.

Figure 4.25

| | Students | Teachers |
|-------------------|----------|----------|
| Elicit Language | 58% | 20% |
| Give Instructions | 68.4 % | 20% |

The results of the student questionnaire also show that the Capeverdean students are highly motivated toward learning English. Students do not feel that they are studying English because of the Ministry of Education's imposition, but rather because of their future academic and professional life (or because of other important reasons). This indicates that external factors related to motivation are probably not negatively influencing Capeverdean students' attitude to the use of the common language in the English classroom. They are more similar to the students in Tang's study, than those in Schweers'.

Finally, the results of the teacher questionnaire show that there is an agreement between the teachers' attitude toward the use of the students' language in the English classroom and their actual methods/approaches to teach English. Since all the teacher participants in this study agree that the students' language should be used in the English classroom, and the methods/ approaches they use to teach their lessons (Communicative Language Teaching and Grammar- Translation method) both agree on the use of the students' language in the foreign language classroom.

Conclusion to Analysis

To conclude this analysis, we can say that that teachers and students are generally in favour of some use of the common language in 7th grade EFL classrooms in Cape Verde. Classroom observations have shown that the use of the students' common language should be used judiciously in the following instances when students do not comprehend the target language: to define vocabulary items, especially abstract words, to solve discipline problems, to give instructions, to practice the use of some phrases

and expressions, to elicit language, and to explain complex grammar points. Teachers should be especially aware of eliciting language and giving instructions as useful occasions to use the common language because the classroom observation results have shown that these occasions are effective to use the common language and the students agree.

V. RECOMMENDATIONS AND CONCLUSIONS

Recommendations for teachers

This research has successfully answered the thesis question, “what is the effect of the teachers’ use of the students’ common language on the effectiveness of the lesson concerning students’ comprehension, teachers’ implementation time and students practice time?” This research shows that the effect of the teacher’s use of the students’ common language on the effectiveness of the lesson depends on the particular occasions when the teacher uses the students’ common language and to what extent they use it.

Based on my study on the use of Creole/Portuguese in 7th grade capeverdean English classroom, I will recommend the teachers of English, working with 7th grade students, to use the students’ common language (Creole/Portuguese) in the following occasions of the lesson when they see that students are not understanding the target language: to define new vocabulary items, to solve discipline problems, to give instructions, to practice the use of some phrases and expressions, to explain complex grammar points and to elicit language. Based on this research these uses of the common language should assist in the effectiveness of the lesson. These are the occasions identified as most effective because they helped teachers to better implement their time, to provide students more time to practice and to help students to better comprehend the lesson

This research is primarily addressed to teachers of English in Cape Verde because teachers are the ones who are responsible for the implementation of the students’ common language in the classroom. It is very important for the teachers to know that the use of the students’ common language in the English classroom is one of the factors that can influence the effectiveness of the lesson. Therefore, teachers should be aware of when it is useful for the effectiveness of the lesson and when it is not.

Teachers should know when to use students' common language and to what extent they should use it to help them conduct their lessons more effectively.

I would recommend to teachers to be particularly aware of the usefulness of using the students' common language to give instructions and to elicit language because the classroom observation results showed that these uses are effective and the students stated in the questionnaire that they thought they were useful as well. However, teachers, in the questionnaire, did not point to these occasions as appropriate occasions to use students' common language.

Teachers should also be aware that the use of the common language is not the only factor influencing the effectiveness of a lesson. Classrooms are complex and there are many factors that are involved in creating effective lessons. The project of this work has been to isolate, to the extent possible, the use of the common language and to analyse its effectiveness in certain occasions. Teachers should remain aware and conscious of other factors that may influence positively or negatively a lesson's effectiveness.

Recommendations for further research

First, I recommend that this same study be implemented in higher level classrooms with Capeverdean students in order to see if the students' common language should be used in the English classroom in the same or different occasions at different levels.

I would suggest further research in using the common language to develop circumlocution strategies, giving announcements, and introducing new material. Developing circumlocution strategies and giving announcements were both chosen by teachers and students in the questionnaires as occasions when it is necessary or appropriate to use students' common language. Introducing new material was chosen by students as an appropriate occasion to use students' common language. However, these occasions were never or rarely used during the classroom observation and therefore this study cannot make conclusions about their effectiveness. It would be interesting to conduct a study that observed their use and evaluated their effectiveness since either teacher or students' opinions indicate they may be useful.

General Conclusions

The use of the students' first language in the English classroom has always been viewed differently among scholars and teachers of English as a Second and Foreign language. That is, there are contradicting views on whether to use the mother tongue of the students in the English classroom. This confusion among teachers may be linked to the fact that these discussions about the use of the mother tongue are extreme. They recommend either to use or not to use the mother tongue, but they do not specify when to use the mother tongue and when not to use the mother tongue.

It is my hope that this research has helped to clarify for teachers when to use students common language in 7th grade Capeverdean English classrooms. This should relieve the anxiety or "guilt" that some teachers feel when they resort to the students' common language to assist them in the classroom. This work can serve as a tool to guide teachers in the judicious use of the students' common language, especially at the beginning levels.

It is very important for the teachers to know that the use of the students' common language should be kept to a minimum in the English classroom, that is, it should be used only when it can benefit the effectiveness of the lesson. The target language, English, should always be the primarily vehicle of communication in the English classroom. The use of the students' common language should be seen as technique to assist students in their comprehension of the lesson and to make them produce English more in the class, when the use of English exclusively fail to work. For this reason, this paper should not be used as an excuse for an uncontrolled use of the students' common language in the class. If a teacher makes an injudicious use of the students' language in the class, they will provide students with misguided behaviour and the students will not use English as well.

I hope that this paper will raise reflective discussions and decisions among teachers of English in Cape Verde, on the appropriate occasions of the lesson that the students' common language (Creole/Portuguese) can be helpful for the beginners learners of English, and so use it as limited as possible, as a teaching technique in order to conduct the most effective lessons. I also hope that this paper will help more people, especially teachers of English in Cape Verde, to acknowledge the role of the students' common language in the classroom.

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APPENDIX I

**Surveys and results of the field research on the use of the students' mother tongue
in the EFL Chinese and Puerto Rican (Spanish context)**

Appendix 1.1 Student questionnaire on the use of Chinese in the English classroom

This questionnaire aims to find out your attitude toward using Chinese in the English

Classroom. Your answers will be used for research purposes only. Thank you for your cooperation!

1. Should Chinese be used in the Classroom?

Yes

No

2. Do you like your teacher to use Chinese in the class?

Not at all

a little

sometimes

a lot

3. When do you think it is necessary to use Chinese in the English classroom?

a. to help define some new vocabulary items (e.g., some abstract words)

b. to practice the use of some phrases and expressions (e.g., doing translation exercises)

c. to explain complex grammar points

d. to explain difficult concepts or ideas

e. to give instructions

f. to give suggestions on how to learn more effectively

g. other, please specify _____

4. If you think the use of Chinese is necessary in the classroom, why?

a. It helps me to understand difficult concepts better.

b. It helps me to understand new vocabulary items better.

c. It helps me to feel at ease, comfortable and less stressed.

d. I feel less lost.

e. other, please specify _____

5. Do you think the use of Chinese in the classroom helps you learn this language?

no

a little

fairly much

a lot

6. How often do you think Chinese should be used in the classroom?

Never

very rarely

sometimes

fairly frequently

7. What percentage of the time do you think Chinese should be used in the class?

Choose one.

5% 10% 20% 30% 40%

50% 60% 70% 80% 90%

Appendix 1.2 Teacher Questionnaire on the use of Chinese in the English Classroom

This questionnaire aims to find out your attitude toward using Chinese in the classroom. Your answers will be used for research purpose only. Thank you for your cooperation!

1. Should Chinese be used in the Classroom?

Yes

No

2. When do you think it is necessary to use Chinese in the English classroom?

- a. to help define some new vocabulary items (e.g., some abstract words)
- b. to practice the use of some phrases and expressions (e.g., doing translation exercises)
- c. to explain complex grammar points
- d. to explain difficult concepts or ideas
- e. to give instructions
- f. to give suggestions on how to learn more effectively
- g. other, please specify _____

3. If you think the use of Chinese is necessary in the classroom, why?

- a. IT aids comprehension greatly.
- b. It is more effective.
- c. It is less time- consuming.
- d. other, please specify _____

Appendix 1.3 Result of the classroom observations on the use of Chinese in the English classroom

| Occasion | Occasions on which Chinese was used | | | | total |
|-----------|-------------------------------------|------------------------------|--------------------------|----------------------------------|-------|
| Teacher | Given instructions | Explaining meanings of words | Explaining complex ideas | Explaining complex grammar rules | |
| Teacher 1 | 1 | 8 | 1 | 0 | 10 |
| Teacher 2 | 0 | 3 | 3 | 1 | 7 |
| Teacher 3 | 9 | 2 | 0 | 1 | 12 |
| Total | 10 | 13 | 4 | 2 | 29 |

Appendix 1.4 Results of the student and teacher surveys on the use of Chinese in the English classroom

1. Should Chinese be used in the classroom?

| | | |
|----------|---------|--------|
| Students | yes 70% | no 30% |
| Teachers | yes 72% | no 28% |

2. Do you like your teacher to use Chinese in the class?(Students only)

| | | | |
|------------|-----|----------|-----|
| not at all | 3% | a little | 45% |
| Sometimes | 50% | a lot | 2% |

3. When do you think it is necessary to use Chinese in the English classroom?

| | Students | teachers |
|---|----------|----------|
| a. to explain complex grammar points | 72% | 39% |
| b. to help define some new vocabulary items | 69% | 39% |
| c. to explain difficult concepts or ideas | 48% | 44% |
| d. to practice the use of some phrases and expressions | 45% | 56% |
| e. to give instructions | 6% | 6% |
| f. to give suggestions on how to learn more effectively | 4% | 11% |

4. If you think the use of Chinese is necessary in the classroom, why?

Students

| | |
|---|-----|
| a. It helps me understand difficult concepts better. | 69% |
| b. IT helps me to understand new vocabulary items better. | 42% |
| c. It makes me feel at ease, comfortable and less stressed. | 8% |
| d. I feel less lost. | 6% |

Teachers

| | |
|-----------------------------------|-----|
| a. IT aids comprehension greatly. | 39% |
| b. It is more effective. | 44% |
| c. It is less time- consuming. | 28% |

5. Do you think the use of Chinese in the classroom helps you learn this language? (students only)

| | | | |
|-------------|-----|----------|-----|
| No | 3% | a little | 69% |
| fairly much | 22% | a lot | 6% |

6. How often do you think Chinese should be used in the classroom?(students only)

| | |
|---------------|----------------------|
| Never 0% | very rarely 38% |
| sometimes 60% | fairly frequently 2% |

7. What percentage of the time do you think Chinese should be used in the class? (students only)

| Time | Response |
|------|--|
| 5% | 38% |
| 10% | 25% |
| 20% | 20% |
| 30% | 10% (No students answered higher than 30 %.) |

Appendix 1.5 Results of the questionnaires on the use of Spanish in the ESL/EFL classroom

Should Spanish be used in the classroom?

| | | |
|----------|-----------|----------|
| Students | yes 88.7% | no 11.3% |
| Teachers | yes 100% | |

Do you like or would like your teacher to use Spanish in the class?

| | | |
|-----------|------------|-------|
| | not at all | 0% |
| students: | a little | 49% |
| | sometimes | 28.2% |
| | a lot | 22.3% |

When do you think it's appropriate to use Spanish in the English classroom?

| | Students | Teachers |
|---|----------|----------|
| To explain difficult concepts | 86.2% | 22.0% |
| To introduce new material | 6.4% | 0% |
| To summarize material already covered | 4.2% | 2.5% |
| To test | 1.4% | 0% |
| To joke around with students | 5.0% | 15.0% |
| To help students feel more comfortable and confident | 12.9% | 7.3% |
| To check for comprehension | 20.2% | 10.4% |
| To carry out small-group work | 3.1% | 2.5% |
| To explain the relationship between English and Spanish | N/A | 2.5% |
| To define new vocabulary items | 27.2% | 12.6% |

What percentage of the time do you think Spanish should be used?

| | Time | Response | time | Response |
|-----------|------|----------|------|----------|
| Students: | 0% | 0% | 50 | 0% |
| | 10% | 17.2% | 60 | 2.2% |
| | 20% | 14.0% | 70 | 3.2% |
| | 30% | 21.5% | 80 | 1.1% |
| | 40% | 11.8% | 90 | 1.1% |

How often do you think Chinese should be used in the classroom?

| | | |
|-----------|----------------------|-----|
| Teachers: | never | 0% |
| | very rarely | 0% |
| | Sometimes | 50% |
| | Fairly frequently | 0% |
| | To aid comprehension | 50% |

If you prefer the use of Spanish in your class, why?

| | | |
|-----------|------------------------|-------|
| Students: | It is more comfortable | 13.4% |
| | I am less tense | 18.3% |
| | I feel less lost | 68.3% |

Do you believe using Spanish in your English class helps you learn this language?

| | | |
|-----------|-------------|-------|
| Students: | no | 12.6% |
| | a little | 29.5% |
| | fairly much | 26.5% |
| | a lot | 31.6% |

Appendix II

Classroom observation instrument and surveys used on the use of the students' common Language in the Capeverdean EFL context.

Appendix 2.1 Classroom observation instrument-Tally Sheet

This Tally Sheet is being used to help the observer see the impact of the teacher' use of the students' common language (Creole and Portuguese) in 7th grade Capeverdean English classrooms on the effectiveness of the lesson, concerning Students' comprehension, teacher's implementation time, and students' practice time.

Part I. Teacher' use of the students' common language (Creole/ Portuguese)

| Occasions/instances Teacher uses the students' common language (Creole/ Portuguese) in the classroom | Frequency |
|--|-----------|
| 1.To define some new vocabulary items (e.g. some abstract words) | |
| 2.To explain complex grammar points | |
| 3. To give instructions | |
| 4. To introduce new material | |
| 5. to summarize material already covered | |
| 6.to practice the use of some phrases or expressions (e.g., doing Translation exercises) | |
| 7.To elicit language | |
| 8.To develop circumlocution strategies | |
| 9.To check for comprehension | |
| 10.To check for senses | |
| 11. to discuss class methodology | |
| 12. to give announcement | |
| 13. to solve discipline problem | |

Part II. Student' comprehension of the target language (English)

| Evidence that demonstrates students' comprehension of the lesson | Answers with description |
|--|--------------------------|
| A) How many students perform task incorrectly? Or not at all? | |
| B) How many times does the teacher address questions to individual students and gets incorrect responses? Or no responses? | |
| C) Are there any moments of the lesson when most students feel confused/ lost? | |
| D) Do the students ask each other to translate what the teacher has said into their common language? | |

Part III. Timing of the lesson and quality of practice

| Questions | Answers |
|---|---------|
| 1. Is there adequate practice time? (Does the teacher take more time to present the information/input than the time he/she provides students to practice the taught item?) | |
| 2. Does the practice demonstrate that students comprehended the lesson? | |
| 3. Does the teacher finish the lesson on Time? | |

Comments _____

Appendix 2.2 Teacher questionnaire

This questionnaire aims to find out your attitude toward using the students' common language (Creole/ Portuguese) in the Capeverdean English classroom. Your answers will be used for research purposes only, and they will be very helpful for the researcher to answer her thesis question. Thank you for your cooperation!

1. Should Creole/Portuguese be used in the English classroom? Chose one.

Yes

No

2. When do you think it is necessary to use Creole/Portuguese in the classroom? Choose as many as apply. Put a tick in front of the chosen response (s).

- a. To define some new vocabulary items (e.g., some abstract words)
- b. To explain complex grammar points
- c. To give instructions
- d. To introduce new material
- e. To summarize material already covered
- f. To practice the use of some phrases and expressions (e.g., doing translation exercises)
- g. To elicit students
- h. To develop circumlocution strategies(when students do not know how to say something in English, have them think of different ways to say the same thing in Creole/ Portuguese, which may be easier to translate.)
- i. To check for comprehension
- j. To check for sense
- k. To discuss class methodology
- l. To give announcement
- m. To solve discipline problems
- n. Other, please specify_____

3. If you think the use of Creole/Portuguese is necessary in the classroom, Why? Choose as many as apply. Put a tick in front of the chosen response (s).

- a. It aids students' comprehension of the lesson
- b. It is less timing- consuming
- c. It is more effective than using English exclusively
- d. Other, please specify_____

4. How often do you think Creole/ Portuguese should be used in the classroom? Chose one (1) of the responses below.

Never

very rarely

sometimes

fairly frequently

5. What percentage of the class time do you think Creole/Portuguese should be use? Choose one.

5% 10% 20% 30% 40%
50% 60% 70% 80% 90%

6. Extra question: what type(s) of language teaching methodology (ies)/Approach (es) do you mostly use when teaching your lesson?

- a. Grammar- translation method

b. Direct method

c. communicative language teaching

Other (s), please specify _____

Appendix 2.3 Student questionnaire

This questionnaire aims to find out your attitude toward using your common language (Creole/ Portuguese) in the English classroom. Your answers will be used for research purposes only, and they will be very helpful for the researcher to answer her thesis question. Thank you for your cooperation!

1. Should Creole/Portuguese be use in the English classroom? Choose one

Yes

No

2. Do you like your teacher to use Creole/Portuguese in the classroom? Chose one

not at all

a little

sometimes

a lot

3. When do you think it is necessary to use Creole/Portuguese in the classroom?

Choose as many as apply. Put a tick in front of the chosen response (s).

- a. To define some new vocabulary items (e.g., some abstract words)
- b. To explain complex grammar points
- c. To give instructions
- d. To introduce new material
- e. To summarize material already covered
- f .To practice the use of some phrases and expressions (e.g., doing translation exercises)
- g .To elicit students
- h. To develop circumlocution strategies(when students do not know how to say something in English, have them think of different ways to say the same thing in Creole/ Portuguese, which may be easier to translate.)
- I .To check for comprehension
- j. To check for sense
- k .To discuss class methodology
- l. To give announcement
- m. To solve discipline problems
- n. Other, please specify_____

4. If you think the use of Creole/Portuguese is necessary in the classroom, Why? Choose as many as apply. Put a tick in front of the chosen response (s).

- a. It helps me to understand difficult concepts better
- b. It helps me to understand new vocabulary items better.
- c. It helps me feel more comfortable and less stressed.
- d. I feel less lost
- e. other, please specify_____

5. Do you think that when your teacher uses Creole/Portuguese, it helps you learn English? Circle one (1) of the responses below.

No

a little

very much

a lot

6. How often do you think Creole/ Portuguese should be used in the classroom? Choose one.

Never

very rarely

sometimes

fairly frequently

7. What percentage of the class time do you think Creole/Portuguese should be used? Choose one.

5% 10% 20% 30% 40%

50% 60% 70% 80% 90%

8. Extra question: Why are you studying English?

a. Because it is imposed by the Ministry of Education

b. Because of my future academic/professional life

c. other, please specify _____

Appendix 2.4 Questionário para os Alunos

Com este questionário pretende-se saber a sua opinião sobre o uso do Crioulo e/ou Português na aula de Inglês em Cabo verde. As suas respostas a este questionário serão extremamente úteis, uma vez que, ajudará a pesquisadora na averiguação da sua hipótese. Obrigada pela sua preciosa colaboração!

1. Achas que Crioulo e/ou português devem ser usados na aula de inglês? Escolha apenas uma (1) das seguintes respostas, assinalando-a com uma cruz

Sim ☐

Não ☐

2. Gostas que o teu professor de inglês use crioulo e/ou Português na aula? Escolha apenas uma das respostas. Assinalando-a com uma cruz

Não ☐

um pouco ☐

às vezes ☐

muito ☐

3. Para quê que achas que o teu professor de inglês deve usar crioulo e/ou português na aula? Aqui podes escolher uma (1) ou mais respostas. Assinale a resposta ou as respostas que escolheste com uma cruz

a) Para ensinar significados de palavras ☐

b) Para explicar aspectos complexo ou difíceis da gramática ☐

c) Para dar explicação aos Alunos sobre como fazer exercícios, trabalho de casa, trabalho de grupo etc.... ☐

d) Para introduzir uma matéria nova ☐

e) Para fazer resumo da matéria dada ☐

f) Para praticar o uso de algumas palavras, expressões e frases (como por exemplo, fazer exercícios de tradução) ☐

g) Para estimular ou incitar o aluno a usar o inglês (como por exemplo, perguntar ao aluno: como é que se diz “**caneta**” em inglês?) ☐

h) Para fazer circunlóquio, ou seja rodeio de palavras. (quando o aluno não sabe como dizer uma coisa em inglês, o professor pede-lhe para pensar nas diversas formas de dizer essa mesma coisa em Crioulo/português. O aluno depois traduz para inglês) ☐

i) Para verificar se o aluno realmente compreendeu a matéria. (o professor, depois de ensinar uma coisa em inglês, pergunta aos alunos: Did you understand? quem é capaz de traduzir em crioulo ou português aquilo que acabou de aprender?) ☐

j) Para fazer o aluno notar o seu erro (quando o aluno escreve ou diz algo em inglês que não faz sentido, o professor manda-lhe para traduzir aquilo para português/crioulo para que ele possa notar o seu erro) ☐

k) Para discutir a metodologia da disciplina ☐

l) Para dar aviso ou fazer comunicado ☐

m) Para resolver problemas de indisciplina ☐

n) Se achas que há outro momento, especifique-o _____

4. Se achas que o professor deve usar crioulo e português na aula de inglês, diz porquê? Podes escolher uma (1) ou mais das respostas abaixo indicadas, assinalando-a (as) com uma cruz.

a) Ajuda me a entender melhor as coisas difíceis ☐

b) Ajuda me a aprender melhor os novos vocábulos ☐

c) Sinto-me mais confortável e menos tenso (a) ☐

d) Sinto-me mais por dentro do assunto da aula ☐

e) Caso houver outra razão, especifique-a _____

5. Achas que quando o teu professor de inglês usa crioulo e/ou português na aula ajuda-te a aprender o inglês? Escolhe apenas uma (1) das respostas abaixo indicadas, assinalando-a com uma cruz.

Não ☐ um pouco ☐ bastante ☐ muito ☐

6. Que quantidade de vezes achas o professor de inglês deve usar crioulo e/ou português na aula de inglês? Escolhe apenas uma (1) das seguintes respostas. Assinalando-a com uma cruz.

Nunca ☐ Muito raramente ☐ Algumas vezes ☐ Frequentemente ☐

7. Na tua opinião, numa aula de inglês de 50 minutos, quantos minutos deve o professor usar crioulo e/ou português? Escolhe apenas uma (1) das seguintes respostas. Circule-a.

| | | | | |
|---------|-------|-------|-------|-------|
| 2:30mns | 5mns | 10mns | 15mns | 20mns |
| 25mns | 30mns | 35mns | 40ms | 45mns |

Pergunta extra: porquê é que estas a estudar o inglês? Escolha apenas uma (1) das respostas que se segue.

a) Só porque o Ministério da Educação colocou na escola esta disciplina ☐

b) Porque com um bom conhecimento de inglês futuramente eu poderei fazer um bom curso, encontrar um bom trabalho e ter uma boa condição de vida. ☐

c) Se tens outro motivo, especifique-o _____

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